Badillo Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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/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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Badillo Elementary School
Street	1771 East Old Badillo Ave.
City, State, Zip	Covina, Ca, 91724-3126
Phone Number	626-966-1753
Principal	Lori Drake, Principal
Email Address	ldrake@cousd.net
Website	www.cousd.net
County-District-School (CDS) Code	19-64378-6012041

Entity	Contact Information
District Name	Charter Oak Unified School District
Phone Number	(626) 966-8331
Superintendent	Jeffrey Jordan
Email Address	jjordan@cousd.net
Website	www.cousd.net

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

BADILLO ELEMENTARY SCHOOL MISSION
Badillo is a neighborhood school committed to the academic, emotional and intellectual well-being of each student.

BADILLO ELEMENTARY SCHOOL PROFILE
Badillo Elementary School is a small, neighborhood school with an enrollment of 445 students. Our student population represents the diversity found throughout Southern California, and we celebrate that diversity by honoring and respecting one another. Our dedicated and caring staff is committed to the educational achievement of all our students, and to their intellectual and emotional well-being. Our school motto is "Badillo Knowledge Leads You to College." We are committed to providing an education that makes college an option for our students. All students receive the District's core curriculum using State adopted textbooks that are aligned with the state framework and state standards. Classroom instruction is provided by appropriately credentialed teachers (twenty-one full-time positions) and supported by four special education instructional assistants, six special education health/instructional assistants, three instructional assistants and two Language Development Assistants. Teachers meet regularly to refine instruction, maintain unity of curriculum and rigor, and share materials and ideas.

All students are assessed in a variety of ways through formative and summative assessments. All students take the i-Ready math and reading diagnostic test at the beginning of each trimester. The CAASPP Assessment tests are administered to all third through sixth grade students. Textbook assessments, teacher-created tests, and informal observations are all methods by which student strengths and needs are identified. Additionally, the ELPAC test is given to all second language students identified as such on the Home Language Survey. Testing for the Gifted And Talented Education (GATE) program is based on teacher and/or District recommendation, parent request, and/or CAASPP results.

Interventions to support student needs take many forms. In class, teachers provide small group and individualized instruction for targeted students. Second language learners receive extra aide support, enriched vocabulary activities, access to Spanish language library books, and teacher led, specific English Language Development (ELD) instruction, on a daily basis. The Student Success Team (SST) meets bi-monthly to provide instructional suggestions for teachers, Multi-tier systems of support (MTSS) strategies, and/or to offer behavior modification plans for students. Intervention Teachers work with our most at-risk students to provide small group instruction for 50 minutes, two, three or four days a week before, during and after school, on targeted needs.

Staff development occurs during identified minimum days and at staff meetings. In-service topics have included: Benchmark ELD; SDAIE strategies; effective instructional practices; technology, assessment; curriculum development strategies; Positive Behavior Strategies; AVID best practices; i-Ready reading and math; Professional Learning Communities (PLC); and Common Core State Standards (CCSS). Topic selections are based on staff needs, student performance and changes in state and district expectations. Additional training for staff is available through various workshops and conferences offered in the area. This year is Badillo's sixth year implementing Advancement Via Individual Determination (AVID) Elementary. All TK-6th grade general education teachers received extensive training and are implementing AVID strategies in their classrooms. The instructional program is supported in a variety of ways.

Technology supports instruction through a computer lab, chromebooks are utilized in all Kindergarten-6th grade classrooms, two laptop carts, desktop computers, iPads, and SMART Boards in all of the classrooms. Software and Internet programs provide enrichment, remediation, and guided practice for all students. i-Ready Reading and Math, Accelerated Reader (AR), Reading Eggs, Mindplay and Rosetta Stone (for our non-Englishspeakers) are programs students use on a regular basis to improve achievement and to provide ongoing feedback to staff and parents. All students, regardless of gender, ethnicity, language, or special needs are provided the opportunity to participate in such activities as Red Ribbon Week, Talent Show, Young Rembrandts and Student Council. All students in fourth through sixth grade participate in a weekly elementary choir program.

Badillo has Specialized Academic Instruction (SAI) classes provided for kindergarten through sixth grade students who require additional assistance to access the curriculum. An instructional aide assists the SAI teacher, allowing for the development of individualized programs tailored to the needs of each student in the class. When appropriate, students are mainstreamed into the general education classrooms. In addition, Badillo has two Autistic Spectrum Disorder Intermediate (ASDI) classes provided for kindergarten through sixth grade students. Health/Instructional Assistants work with the teachers in the classrooms. Both ASDI and SAI students have the same access as their general education peers to all assemblies and other site activities, including physical education, fine arts, computer lab, and library. Other services provided on-site include Adaptive Physical Education, Speech and Language Services, Deaf and Hard of Hearing services, Visual Impairment services, and Occupational Therapy.

Badillo has a Transitional Kindergarten (TK) class for those students who will not turn five years old until after September 1st. This exciting opportunity provides a developmentally appropriate educational experience to students who are not ready for the rigors of kindergarten, but are too advanced for a traditional preschool.

To educate the whole child takes a team and we depend on our parents and community members to team with us. Parent and community participation to support instruction, provide additional materials, and enrich the educational experiences of all students includes volunteering in classrooms, office, workroom and in the library, serving on the Parent, Teacher Association (PTA), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and School Site Council (SSC).

Our PTA is integral to the successes and educational adventure of our students. The hardworking PTA members provide exciting educational and enrichment events for our students, as well as the buses for field trips. This year our students will participate in the Harvest Festival, Jog-A-Thon, Parent/Son Night, Parent/Daughter Night, Book Fairs, Winter Wonderland, Family Reading Night, Family Math Night, Family Science Night, Reflections, and various assemblies. Annually, our students participate in a Variety Show which highlights their creativity.

Procedures and policies related to complaint procedures, safe and drug free schools, and gender equity are outlined in the Parent Handbook, District "Parent Rights" booklet, the Board Policy manual, and the school website. Informational programs related to the above topics and other parent education issues are offered throughout the district, including at this school. These programs may be offered during the morning hours, after school, and in the evenings. These meetings are advertised through parent newsletters, District and school websites, the school marquee, announcements at various parent organization meetings, through District mailed brochures, and the District message system.

Badillo Elementary School is committed to providing a safe school environment where student achievement is celebrated. The school discipline plan provides expectations in which students are held accountable to behave in an appropriate manner. Students are taught to ROAR: be Respectful, Organized, Always safe, Responsible. Utilizing Office Discipline Referral forms (ODR), minor and major infraction data is entered in AERIES and reviewed by our leadership team and staff to learn when and where negative behaviors are occurring so that they can be addressed and, hopefully, eliminated or at least reduced. Incentives are provided for students' positive behavior throughout the school year. Each day students are rewarded for good behavior with ROAR tickets. Each week students are recognized for ROARing. Students have the option of saving their ROAR coupons to use at our ROAR store to purchase various items from school supplies to toys or they may turn their tickets into the ROAR bucket in the office. The Principal draws four names each week. These students come to the office and get to select a prize, get their picture taken and have their names displayed on our marquee. Each month students are recognized at our Spirit Assembly for ROARing in their classroom. These students are invited to a pizza and game lunch with the Principal. We also recognize perfect attendance and being on track to meet their individual reading goals monthly. Each trimester academics and behavior/study habits are celebrated at our honor roll assemblies.

DISTRICT MISSION STATEMENT
The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to the global community. We embrace individual differences and create safe learning environments in which educational integrity and character are our cornerstones.

VISION STATEMENT
Charter Oak Unified School District is the leading district in the San Gabriel Valley with outstanding employees that offer exemplary programs and services which attract and retain students and their families.

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

Grade Level	Number of Students
Kindergarten	82
Grade 1	54
Grade 2	53
Grade 3	57
Grade 4	56
Grade 5	66
Grade 6	61
Total Enrollment	429

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	4.2
Filipino	1.9
Hispanic or Latino	79.5
White	10.3
Two or More Races	2.6
Socioeconomically Disadvantaged	64.8
English Learners	15.4
Students with Disabilities	16.6
Foster Youth	0.9
Homeless	23.8

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	20	19	21	206
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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.

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

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benckmark Education Benchmark Advanced	Yes	0.0%
Mathematics	MacMillan McGraw-Hill Math	Yes	0.0%
Science	Scott Foresman California Science	Yes	0.0%
History-Social Science	Harcourt Brace Reflections	Yes	0.0%
Health	Scott Foresman California Science	Yes	0.0%
Visual and Performing Arts	SRA Art Connections and MacMillan/McGraw-Hill Spotlight on Music	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Badillo Elementary School is named after two brothers, Julian and Antonio Badillo, coffee bean farmers from Costa Rica who came to Covina, in 1857 to establish a coffee plantation. Badillo was built in 1957 and opened in 1958. In 2007, Badillo was modernized and brought up to code for ADA Compliance. We also added safety doors, new windows, upgraded tile floors, new carpet and paint, and technology upgrades. Last year, Badillo got a new paint job and a shade structure with picnic tables on our playground.

Badillo has 19 classrooms, a speech room, a music room, a STEAM room, an ELD room, a staff room, a work room, a textbook storage room, a counseling room, a library, a computer lab, and a daycare room. Our school facilities are in good repair. The staff and district maintenance department work together to provide ongoing repair and improvement of the school's facilities. Measure CO improvements included technology upgrades, new phone system, new classroom speaker sprinkler system, and new HVAC system in the school cafeteria, an electronic message board, and new outdoor lights.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report: October 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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)	51	51	51	55	50	50
Mathematics (grades 3-8 and 11)	41	38	43	46	38	39

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.

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	231	229	99.13	0.87	51.09
Male	123	122	99.19	0.81	46.72
Female	108	107	99.07	0.93	56.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	12	92.31	7.69	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	181	180	99.45	0.55	48.33
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	62.96
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	157	99.37	0.63	47.13
English Learners	44	42	95.45	4.55	23.81
Students with Disabilities	46	46	100.00	0.00	23.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	58	57	98.28	1.72	56.14

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.

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	231	230	99.57	0.43	37.83
Male	123	122	99.19	0.81	39.34
Female	108	108	100.00	0.00	36.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	181	180	99.45	0.55	34.44
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	48.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	157	99.37	0.63	30.57
English Learners	44	43	97.73	2.27	16.28
Students with Disabilities	46	46	100.00	0.00	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	58	58	100.00	0.00	41.38

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
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.

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 areas 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	31.7	15.0	43.3

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.

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)

Parents and community volunteers are an integral part of Badillo. Each day, we have at least twenty-five parent and community volunteers who help in our classrooms. We have an active Parent, Teacher Association (PTA) that includes parents, staff members and the principal. The PTA provides numerous services for our students including: Red Ribbon Week activities; Parent/Child Nights, such as Parent/Daughter Tea and Parent/Son Game Night; Harvest Festival; Jog-A-Thon; Family Reading and Family Math Nights;; Book Fairs; Reflections; Founders Night; and field trip buses. The PTA also hosts events for the staff such as the Welcome Back Breakfast and Staff Appreciation Week recognition. Recognizing that reading is key to success, the PTA helps to sponsor our Accelerated Reader (AR) Incentive Program. All students who meet their AR goals for the year are awarded an AR t-shirt.

The English Language Advisory Committee (ELAC) is a well-represented group of parents who meet monthly to talk about and plan upcoming events. ELAC assists our PTA with many of their services. The School Site Council (SSC) is comprised of parents, certificated and classified staff, and the principal. The SSC meets monthly to draft, review, and approve our programs and our budget in our School Plan for Student Achievement (SPSA).

Local businesses and organizations are also involved with Badillo. Albertson's, Vons, Stater Bros, Home Depot, Panda Express, Claros, In-N-Out, Bushido Martial Arts, Horace Mann Insurance, Chick 'fil A, El Pollo Loco and Barnes and Noble support the school with donations and opportunities to raise money for special events. Local churches provide supplies and backpacks for many of our students. The Masonic Home, which is located across the street from Badillo, has provided meals for some of our families at holiday times, personnel to help us organize the textbook bin and paint murals in the Friendship Room. Communication between the school and home helps us to build teams with our families. A weekly parent bulletin and a Badillo calendar are sent home informing the parents of current happenings and upcoming events. Blackboard (an automatic calling, texting, email system) and CLass Dojo are used regularly to provide families with information. Badillo has a marquee which is updated weekly with information. Teachers send home weekly newsletters and communicate with parents through email, Class Dojo, notes, school agendas, telephone, and in person. Our Badillo website can be accessed through www.cousd.net then select the school tab. Parents are invited, by phone, to monthly Spirit Assemblies when students are recognized for ROARing and meeting reading goals, as well as honor roll assemblies. They are also invited to classroom and grade level performances.

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	2.2	1.4	1.1	3.4	2.8	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The staff at Badillo believes that teaching and promoting safety is the number one priority. Students and staff must feel safe or learning will not occur. Badillo has a safety committee which meets four times during the academic year. A school disaster preparedness plan is in place and the committee reviews, updates and modifies the plan each year. In August, each teacher receives an up-to-date Emergency Handbook which is reviewed at the first staff meeting. Each month the entire school participates in a fire, earthquake, lockdown or intruder drill. During these drills the safety committee takes notes and makes adjustments as necessary. In October, Badillo participates in the Great California Shake-Out drill along with the rest of the school district. We use this opportunity to conduct a simulated earthquake drill with the staff, students and parents.

Teachers regularly review school safety rules with the students, including "stranger danger," and saying NO to drugs and alcohol. We have adult supervision during each recess and before and after school. Families review our school safety procedures in the school handbook which they can receive as a hard copy or access on our webpage. Parents are also encouraged to develop their own plans for safety and communication in the event an emergency occurs. The school safety committee also conducts safety walks to look for potential hazards on the school grounds. All safety issues at Badillo are addressed immediately. Signs are posted at key places around campus to remind visitors that they are required to sign in and receive a visitor's pass to go into our "student zone" areas.

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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		19	1	3		17	3	2	
1	26		2		25		2		26		2	
2	26		2		28		2		25		2	
3	17	2	3		19	1	2		21	1	2	
4	23		2		29		2		26		2	
5	36			2	27		2		31		2	
6	19	2	2		22	2		2	20	1	2	
Other**									9	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 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	
Speech/Language/Hearing Specialist	.9
Resource Specialist (non-teaching)	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7651.21	1672.73	5978.48	83504.08
District	N/A	N/A	8167.37	87898.28
Percent Difference - School Site and District	N/A	N/A	-30.9	-5.1
State	N/A	N/A	6849.49	77190.00
Percent Difference - School Site and State	N/A	N/A	-13.6	7.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

With our federal Title I funding we provide intensive, focused, small group interventions for our students who are not meeting proficiency on the California Assessment of Student Performance and Progress (CAASPP). Along with general funds we use Lottery and Title I funds to purchase supplies and provide professional development for the staff. Through the Charter Oak Adult Education Program, we provide Family Literacy Nights that meet once a week on Tuesday from 4:30-6:30 for our students and their parents. Through this program we are able to provide the opportunity for families to use our library for parents to read to/with their child and students to take Accelerated Reader quizzes as well as access devices for internet access to all our many online learning opportunities.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,385	$46,208
Mid-Range Teacher Salary	$79,178	$72,218
Highest Teacher Salary	$104,384	$92,742
Average Principal Salary (Elementary)	$117,295	$134,864
Average Principal Salary (Middle)	$133,203	$118,220
Average Principal Salary (High)	$125,411	$127,356
Superintendent Salary	$222,429	$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10