

# Charleston 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	Charleston Elementary School
Street	18463 W. Charleston Rd.
City, State, Zip	Los Banos, CA 93635
Phone Number	209.826.5270
Principal	Lou Ruiz
Email Address	lruiz@losbanosusd.k12.ca.us
Website	<a href="http://www.losbanosusd.k12.ca.us/ces/">www.losbanosusd.k12.ca.us/ces/</a>
County-District-School (CDS) Code	24657556025530

Entity	Contact Information
<b>District Name</b>	Los Banos Unified School District
<b>Phone Number</b>	(209) 826-3801
<b>Superintendent</b>	Dr. Mark Marshall
<b>Email Address</b>	mmarshall@losbanosusd.k12.ca.us
<b>Website</b>	www.losbanosusd.k12.ca.us

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

Charleston Elementary (CE) is a small country school with a peaceful, family-like atmosphere where everyone feels welcome and safe. CE is located in the Los Banos Unified School District which is situated on the west side of the San Joaquin Valley. CE is one of the oldest schools in the LBUSD. The rich history of the school and the local generations of families that have gone here have truly made CE a unique place for children. The education our teachers provide is enriched with the values and traditions that helped build our community. The teaching staff is committed to meeting the learning needs of all students and we take pride in creating a curriculum that is rigorous and challenging.

The climate at Charleston Elementary truly makes it a unique place to be for students, staff and parents. The positive attitude that is shared throughout our school and the motto of “believing in yourself” continues to keep our students motivated. Surrounded by fields of cotton, alfalfa and tomatoes, along with a breathtaking view of the coastal foothills, our students are fortunate to be able to attend a school where they can learn about our rural history just by looking beyond the fences that surround them. Students, staff, parents and the community of Los Banos all work together to promote academic excellence, social responsibility, integrity and respect while providing a safe and positive environment where all students have the opportunity to achieve academic excellence.

Our mission is to prepare and deliver curriculum that is focused on State and District adopted Common Core Standards and provide access to the best teaching and content for all students. The staff is committed to educating all students according to their diverse needs as learners by promoting self directed learning and problem-solving skills so that every student will achieve at or above grade level, attain academic and social success, and make positive choices in behavior and work habits.

### MISSION STATEMENT:

It is our mission that every child will leave Charleston Elementary with a love of learning knowing that it is effort, perseverance, and resiliency that will lead to success throughout life. To prepare and deliver curriculum focused on State and District adopted Common Core Standards and provide access to the best teaching and content for all students. To educate children as life-long learners by promoting self directed learning and problem-solving skills so that every student will achieve at or above grade level and attain academic and social success.

We are committed to the following goals:

- To teach all students not only how to read, but also to enjoy reading.
- To make sure that all students gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- To appreciate history and the unique role it plays in informing today’s decisions.
- To develop an interest in and an understanding of science.
- To write fluently for a variety of purposes.
- To use technology as a tool to enhance all areas of the curriculum.
- To developing learners whose curiosity about the world around them leads them to a fulfilling life.

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

Grade Level	Number of Students
Kindergarten	45
Grade 1	56
Grade 2	46
Grade 3	55
Grade 4	51
Grade 5	64
Grade 6	63
Total Enrollment	380

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	2.4
Hispanic or Latino	60.8
Native Hawaiian or Pacific Islander	1.3
White	32.6
Two or More Races	0.5
Socioeconomically Disadvantaged	56.3
English Learners	8.9
Students with Disabilities	5.8
Foster Youth	0.3
Homeless	

## 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	16	17	16	447
Without Full Credential	1	1	1	48
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: September 12, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA - Houghton Mifflin Reading: Medallion Ed, 2010 (K-6) - 06/2010 ELD - Houghton Mifflin Reading: Medallion Ed English Language Development, 2010, (K-6) - 06/2010	Yes	0
Mathematics	Macmillan /McGraw Hill, CA Mathematics, CA Ed 2007 (K-6) - 12/2008 Houghton Mifflin Harcourt, Go Math National, 2012 (K-1) - 6/2013	Yes	0
Science	Macmillan/MGraw Hill, California Science 2008 (K-6) - 5/2007	Yes	0
History-Social Science	Pearson Scott Foresman, History Social Science for California, 2006 (K-5) - 05/2006 Holt, Rinehart & Winston, Ancient Civilization 2006 (6th gr) - 5/2006	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Charleston Elementary School facilities are in GOOD condition. The school is maintained in good repair with a number of non-critical deficiencies noted in the FIT report. These deficiencies are isolated and/or resulting from minor wear and tear and are in the process of being mitigated. Below is a list of deficiencies discovered and listed in the inspection tool. A number of work orders for each deficiency have been submitted and will be completed as time and funding allow. William's compliance items are given priority.

This facility report will list repairs completed since the last report and also list those areas which were not repaired and/or additional areas discovered during the inspection that needed repair.

**Structural damage:**

Room 13 ramp railing; square tubing rusted through at corner weld and creates a risk of an injury to students or staff. If left un-repaired, tubing will eventually break free of the weld. Room 17 Library ramp ply board side panels deteriorated and needing a replacement made of galvanized sheet steel.

The exterior of all building on site were painted in the summer of 2018.

**Roof gutters:**

During the 2015-2016 school year Charleston Elementary school year experienced some maintenance challenges during the very wet rainy season. New roofs were added to rooms 12, 13, 14, and 15. These major repairs solved problems with leaking roofs and gutters present with those classrooms.

Other leaking roof gutters that were treated with a spray-on material to cover holes began to leak again well into the wet season. The following gutters need complete replacement: rooms 3 and 4 on the south side of Building B, rooms 6 and 7 on the north and south sides of Building C. These locations have again been included in the FIT report and have not been fixed.

**Playground / School grounds**

In 2016, action was taken to replace portions of the existing playground structure and new equipment items were approved and installed in late June / early August 2016. However, our play structure is still functional, but will need to be replaced in the near future.

The parking lot in the front of the school that was showing damage such as holes, depressions and uneven surfaces was repaired in July 2019. New concrete was poured covering the north half of our parking lot, but the south half will need to be repaired/replaced in the near future.

**Windows/ Doors/ Gates / Fences:**

Another deficiency listed in this year's report is window coverings in classrooms. These are vertical blinds and screens which are not adequate due to damage from age and wear. The vertical blinds need to be able to completely block the view of the inside of the room from the outside in a lock-down situation to prevent intruders (shooters) from seeing potential targets (students, staff, parents). The following rooms need window blind replacement: classrooms 5, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21, and 22. Screen repairs in the following rooms: 5, 10, 11, 12, 13, 14, 15, and 22. Well fitting, undamaged screens are in compliance with the state's IPM practices for excluding pests.

Overall, Charleston Elementary School is in GOOD condition. With the help of our district and our parent club, we have been able to keep our school maintained and looking very nice.

**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: 8/20/2019**

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	<p>Bldg B, room 3 and room 4: Leaking Gutters need to be repaired.</p> <p>Bldg C, room 6: N &amp; S side both in need of repair.</p> <p>Bldg C, room 7: Rain gutters on both N &amp; S are in need of repair</p> <p>Room 13: Ramp &amp; handrail damaged</p> <p>Work orders have been submitted.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	<p>Bldg B, room 3 and room 4: Leaking Gutters need to be repaired.</p> <p>Bldg C, room 6: N &amp; S side both in need of repair.</p> <p>Bldg C, room 7: Rain gutters on both N &amp; S are in need of repair</p> <p>Room 13: Ramp &amp; handrail damaged</p> <p>Gutters need to be repaired/replaced.</p> <p>Window coverings and screens need to be replaced. Work orders have been submitted.</p>
<b>Overall Rating</b>	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)	50	54	38	39	50	50
Mathematics (grades 3-8 and 11)	43	44	23	26	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	233	226	97.00	3.00	53.54
Male	125	121	96.80	3.20	43.80
Female	108	105	97.22	2.78	64.76
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	144	140	97.22	2.78	52.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	78	75	96.15	3.85	56.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	125	121	96.80	3.20	46.28
English Learners	46	43	93.48	6.52	41.86
Students with Disabilities	23	19	82.61	17.39	26.32
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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

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

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

### 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	233	226	97.00	3.00	44.25
Male	125	121	96.80	3.20	37.19
Female	108	105	97.22	2.78	52.38
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	144	140	97.22	2.78	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	78	75	96.15	3.85	53.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	125	121	96.80	3.20	36.36
English Learners	46	43	93.48	6.52	30.23
Students with Disabilities	23	19	82.61	17.39	21.05
Students Receiving Migrant Education Services	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

## 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	24.2	22.6	16.1

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)

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Charleston Elementary parents and all community members are encouraged to become involved in all aspects of the school. Working cooperatively is the key to student success. Parents can participate in the CE Parent Club, School Site Council, English Learner Advisory Committee, Parenting Partners, The Champion Reader Program, Meet the Teacher Night, Open House, the Fall Festival and a variety of fund-raising events. Parents are also encouraged to volunteer in classrooms and serve as chaperones on field trips. Parents are encouraged to meet with teachers and communicate with them as often as possible. Information regarding parental involvement and scheduled activities is available from the school office, the monthly parent bulletin, the school website, and the CE Parent Club Facebook page.. For more information on parent involvement opportunities, please contact the main office at (209) 826-5270.

### 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	0.2	1.4	0.5	5.8	5.7	6.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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Charleston Elementary is committed to providing a safe learning environment. The School Safety/Leadership Committee meets regularly to review safety issues and recommended improvements. School suspensions, vandalism, and crime are reported monthly to the district office. Monthly drills including fire and lock-down drills are performed to ensure all students, staff and parents are prepared in the case of an emergency. An earthquake drill is also performed each year in the month of October.

The Comprehensive School Safety Plan is updated annually. A public meeting takes place on site each year to allow members of the community an opportunity to provide input regarding the safety of our school. The public meeting will take place this year on October 15, 2019 at Charleston Elementary. The Comprehensive Safety Plan will be reviewed for approval by School Site Council members, community members, and law enforcement officials who at this meeting. The Comprehensive Safety Plan is reviewed by the school board annually as well.

The Comprehensive Safety Plan is available in our main office. All staff at Charleston Elementary is knowledgeable of the Comprehensive Safety Plan and the District Disaster Plan components. In addition, each classroom is equipped with an emergency lock-down kit, emergency backpack, and laminated step-by-step instructions containing information about emergency procedures. This information can be found next to the door in every classroom. All teachers are also provided with a current list of students' contact phone numbers and addresses. This list is updated every other month.

There are two full time custodians who take great pride in making sure the classrooms and campus are clean, safe, and well maintained at all times. The Head Custodian and the Principal perform a Facilities Inspection every year in September to look for any items that need to be replaced, repaired, or updated. The Facilities Inspection provides us with a school rating on the condition of our school. Ratings are either poor, fair, good, or exemplary condition. Work orders are also submitted with the report to repair or replace items that are in poor condition. This year 2019-2020 our Facility Inspection resulted in an overall school rating of GOOD. The Facilities Inspection report is submitted to the District Office each year.

In addition, the County Fire Marshall performs an annual inspection of our school site and provides a detailed report of the inspection including items that require immediate attention. The report also includes fire codes and other rules and regulations that we use as a guide for ensuring safety at our school. The Fire Marshal's report is also available in the school office. The County fire inspection occurred on June 12, 2019. No visible violations were noticed at the time of inspection.

A safety assessment was conducted by "Knowledge Saves Lives Incorporated" in September of 2018. Many factors are evaluated when determining the threat potential of a school facility including but not limited to building egress, room capacity, and current safety protocols. FEMA outlines several areas to be evaluated regarding risk assessments. They are referred to as Potential Threat Elements or PTE's. PTE's provide a baseline for evaluation. Potential Threat Elements include: terrorism, violent crime, sabotage, rioting, natural disaster. Final recommendations were given by KSL Incorporated to understand and recognize potential threats in order to create an action plan to address such incidents.

Overall, Charleston Elementary is a very safe campus.

## 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	30		2		28		2		23		2	
1	28		2		28		2		28		2	
2	26		2		28		2		23		2	
3	27		2		28		2		28		2	
4	28		2		31		2		26		2	
5	30		2		29		2		32		2	
6	26		2		31		2		32		2	
Other**												

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

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

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

Title	Ratio
<b>Academic Counselors*</b>	.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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	1.0
<b>Other</b>	2.0

\*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.

**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
<b>School Site</b>	8,333	1,276	7,057	89,038
<b>District</b>	N/A	N/A	9,524	70,071
<b>Percent Difference - School Site and District</b>	N/A	N/A	-29.8	23.8
<b>State</b>	N/A	N/A	\$7,506.64	\$82,031.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-6.2	8.2

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)**

In an effort to help all students gain academic success, Charleston Elementary School offers several programs and supplemental services. Before and after school intervention may be available depending on availability of staff and funding. Pull out intervention is offered daily to help students performing below grade level standards. Several computer based programs such as Accelerated Reader, Starfall, Imagine Learning, and Imagine Math are available as an intervention for our English only and English Learner students. Our kindergarten teachers provide small group reading instruction to struggling 1st grade students using Leveled Literacy Intervention. Our Inclusion Specialist along with her aide, facilitate and teach Leveled Literacy Intervention (LLI) and READ 180. They also service all students on an IEP. Our Intervention Support Instructor provides strategic intervention using Leveled Literacy Intervention and System 44 for students in grades 1st – 4th who have been identified as reading 2 years or more below grade level. Our Resource Teacher also provides small group English Language Development instruction. Our Instructional aides all provide both small group and one on one instruction to students who have been identified as struggling or below grade level.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$51,374
Mid-Range Teacher Salary	\$	\$80,151
Highest Teacher Salary	\$	\$100,143
Average Principal Salary (Elementary)	\$	\$126,896
Average Principal Salary (Middle)	\$	\$133,668
Average Principal Salary (High)	\$	\$143,746
Superintendent Salary	\$	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	5%	5%

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	3	3	2

Based on our 2018 CAASPP math results, it was determined that math will be our primary focus for professional development this year. All certificated staff members are participating in the current math initiative with Math Solutions. Math Solutions is currently providing professional development (math coaching) to our teachers 3 days/month for 6 months during the regular day and after school along with a full day of professional development on October 29, 2018 and February 1, 2019. Our teachers are committed to improving math instruction and strategies in order to help all students reach higher levels of achievement in math.

Every certificated Charleston Elementary staff member is involved in ongoing professional staff development. Our district has a strong commitment to provide the needed support to our staff for their professional development. Certificated staff members also participate in weekly grade level collaboration meetings in which teachers share instructional strategies and look at student data. Eight Professional Learning Community (PLC) meetings are held throughout the year to review benchmark data in ELA and math as well as to offer staff development in teaching methodologies and technology use in the classroom. PLC meetings are also used to help teachers plan and develop lessons for the implementation of the new common core state standards and develop timelines for the implementation of the Interim Math and ELA assessments.