Raymond Temple 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	Raymond Temple Elementary School
Street	7800 Holder Street
City, State, Zip	Buena Park, CA 90620
Phone Number	(714) 228-3290
Principal	Estela Salas-Sarmiento, Ed.D.
Email Address	Estela_salas@cesd.us
Website	http://rt.cesd.k12.ca.us/
County-District-School (CDS) Code	30664726027734

Entity	Contact Information
District Name	Centralia Elementary School District
Phone Number	(714) 228-3100
Superintendent	Norma E. Martinez
Email Address	stacy_chang@cesd.us
Website	http://www.cesd.us

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

School Description

Raymond Temple Elementary School is located in Buena Park, California and is part of the Centralia School District. It serves approximately 490 students in preschool through grade six. The school boasts a World class SELPA program for Deaf/Hard of Hearing students in six neighboring districts from preschool through sixth grade. All Raymond Temple students are provided a World-Class 21st-century comprehensive curriculum in language arts, mathematics, history/social science, science, visual and performing arts, physical education and health. All classrooms have a surface laptop including Document Cameras and Projectors for instructional use and we are one to one in grades 2nd through 6th. Classrooms in grades 3 through 6 have been modernized and all classrooms have flexible seating and technology. The Computer Lab and Media Center provide additional enrichment opportunities for our students with access to Ticket to Read, Spatial-Temporal Math, CODE, and Accelerated Reader. Raymond Temple School is committed to meeting the needs of all students through explicit direct instruction and differentiated instruction.

Mission Statement

Raymond Temple: Where all students grow Academically, Socially, and Emotionally in a safe encouraging environment.

Recent School Accomplishments: The past 5 years the school was selected by the California Business for Education Excellence as an Honor Roll School. The Orange County Register nominated Raymond Temple as a Bronze Medal School in 2011 and in 2017, Raymond Temple earned the Gold medal in Positive Behavior Interventions and Support practices. Recently, Raymond Temple was awarded the Tech excellence school award for its state of the art morning announcement program that airs live each morning in our RT exclusive YouTube channel. In addition, we were selected for a school makeover by the Anaheim Ducks S.C.O.R.E program which included a full-size hockey rink, butterfly gardens, and murals throughout the campus. Raymond Temple also recently was the first-ever school to receive the beautification award for the city of Buena Park.

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

Grade Level	Number of Students
Kindergarten	119
Grade 1	65
Grade 2	78
Grade 3	60
Grade 4	54
Grade 5	68
Grade 6	65
Total Enrollment	509

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.4
Asian	8.8
Filipino	9.2
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	0.8
White	14.5
Two or More Races	3.5
Socioeconomically Disadvantaged	58.9
English Learners	17.3
Students with Disabilities	13.2
Homeless	10.6

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	23	26	22	188
Without Full Credential	1	0	0	2
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 2019

Sufficient state-adopted and standards-aligned textbooks and instructional materials are available for each pupil, including English learners. These are consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas.
Resolution Date: 08/11/15
In 2011, the Governor and State Legislature extended the suspension of State Board of Education (SBE) adoptions of instructional materials until the 2015–16 school year (Education Code Section 60200.7). At this time the State has adopted frameworks for English Language Arts/ English Language Development, and math which will assist in our implementation of California's Common Core State Standards. We are currently piloting State Board of Education adopted (January, 2014) instructional materials for math to reflect the rigor of the California's Common Core State Standards, teachers are developing curricula units, and various resources are provided as additional instructional materials. The State Board of Education adopted ELA/ ELD instructional materials in November 2015 which directed our pilot and adoption of new instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have access to current State Board of Education approved and CESD Board adopted textbooks for English Language Arts/ English Language Development. We use Benchmark Advance (2017) in grades K-6th. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include Leveled Literacy Intervention, Reading for Phonics, Read Naturally, Ticket to Read, Reading Mastery.	Yes	0%
Mathematics	All students have access to current State Board of Education approved and CESD Board adopted textbooks for math. Grade levels K-5 utilize McGraw Hill, My Math (2013/14) materials. Grade level 6 utilizes Glencoe, California Math, course 1 (2013/14) materials. These textbooks are aligned to California state standards. Supplemental materials for intervention instruction are also available and include St Math.	Yes	0%
Science	For all grades K-6th, Houghton Mifflin California Science, 2007 materials are used. These are supplemented with Foss, AIMS and STC science kits designed to each grade level, based on their alignment to State Science Standards.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All students have access to current State adopted and Board approved textbooks for History Social Studies. Harcourt Reflections for California (2007) materials are used in grades K-6th. In addition to textbooks, students use consumable homework and practice books.	Yes	0%
Health	Health instruction is incorporated into science and physical education programs. A separate text is not adopted in this curricular area.		N/A
Visual and Performing Arts	There is no specific textbook adopted for VPA, however, materials used are aligned to the standards and incorporated into ELA instruction, as well as, into history social studies and science instruction. The LCAP funds Strings Music Instruction (viola, violin, and cello) and Centralia School District's Education Foundation donated instruments.		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe and functional. The Schools Facility Good Repair Checklist provides information about the condition of the school's grounds, buildings and restrooms. All inspected items were in good condition.

Age of School Buildings
Raymond Temple School was built in 1957 and is located on 10 acres. There are 26 classrooms, as well as a multipurpose room, a computer lab, a media center, 2 portable classrooms and an office complex.

Maintenance and Repair
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 total of 262 work orders were processed and completed during the duration of the school year. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
In the evenings and during the day, a team of two custodians ensures that classrooms, restrooms and campus grounds are kept clean and safe. As responsible members of the community we take pride in our school environment by maintaining a clean, safe, and well-groomed campus.

Deferred Maintenance Budget
The district funds the School Deferred Maintenance Program, which funds expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor systems, and asphalt.

Measure N

The Measure N bond funds the 21st century classrooms and administration office renovations. This includes new casework, furniture, paint, new carpet, electrical upgrades, new technology, and low voltage upgrades.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	18 classrooms- 21st century upgrades and Admin Office remodel
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	preventative treatment for all pests campus-wide
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	anticipated new locks for all rooms and security cameras
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	aerated fields, campus-wide exterior repaint
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)	57	56	64	64	50	50
Mathematics (grades 3-8 and 11)	51	53	59	60	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	249	246	98.80	1.20	55.69
Male	136	134	98.53	1.47	49.25
Female	113	112	99.12	0.88	63.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	66.67
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	165	162	98.18	1.82	50.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	28	28	100.00	0.00	64.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	148	98.01	1.99	49.32
English Learners	81	79	97.53	2.47	51.90
Students with Disabilities	40	40	100.00	0.00	25.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	21	18	85.71	14.29	44.44

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	249	247	99.20	0.80	52.63
Male	136	135	99.26	0.74	50.37
Female	113	112	99.12	0.88	55.36
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	75.00
Filipino	22	22	100.00	0.00	77.27
Hispanic or Latino	165	163	98.79	1.21	46.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	28	28	100.00	0.00	60.71
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	151	149	98.68	1.32	47.65
English Learners	81	80	98.77	1.23	51.25
Students with Disabilities	40	40	100.00	0.00	30.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	21	19	90.48	9.52	36.84

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	34.8	14.5	15.9

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)

The Centralia School District welcomes and values parental involvement in District and school programs. During the 2018-2019 school year, CESD continued its fifth year using the Local Control Accountability Plan (LCAP) process. This new funding process requires school districts to engage parents, teachers, employee groups, and the wider community to be a part of the development of the LCAP. Informational meetings were held with various stakeholders including Board members, parents, PTAs, and advisory groups (DELAC, GATE, PTA). An LCAP committee was formed that included representatives from each stakeholder group. The culmination of the LCAP committee was the adoption of the 2015-16 LCAP on June 24, 2014 by the Board of Trustees. The LCAP represents an opportunity to further strengthen the commitments between our District and our community on behalf all of students.

DHH Literacy Workshops, along with Sign Language classes for parents and community members, are offered throughout the year for parents of our deaf students so they can learn to help their students with literacy at home, as well as Deaf Students Speak Out Awards Program and DHH Family Movie Night. The Transitional Kindergarten program and Kindergarten programs hold a Kindergarten Welcome before school starts so they can meet their teachers and learn about the program, and also have a Holiday and end of the year performances. The school's annual Holiday program was offered to parents in December, and the Annual Talent Show was once again a success! In addition, all students and parents are involved in Red Ribbon Week, Walk to School Day, Deaf Awareness Week, Cyber Safety, and Teacher Appreciation Week.

This year, Raymond Temple has developed an innovation configuration matrix to help us develop and expand our "future focus pedagogy" this map known as the ICM matrix provides the vision and language to help teachers at Raymond Temple implement the many district initiatives including Project Based Learning, STEAM education, and technology just to name a few 21st century practices. This continuum is a road map that outlines all the ways you can see, hear, and experience Future Focus pedagogy at RT. We recently received 15 IPADs that we plan on using to introduce Code, robotics, and Icreate.

Raymond Temple's School Site Council is an advisory group of parents and staff that meets regularly to receive information, discuss school programs and provide input toward school-based decision making. Raymond Temple School parents and staff also participate on District planning committees. The ELAC committee is comprised of parents of English Learners. They discuss issues related to the English Learner program and opportunities for parents to learn English as well as how to help their children in school. Two parents attend the District DELAC meetings and report back to our ELAC.

The PTA at Raymond Temple is extremely active and benefits the school and students by encouraging and organizing parent involvement, promoting student achievement and self-esteem, and enriching the educational program by providing special programs, activities, services, materials, and equipment. Parent involvement opportunities include:

• Back to School Night
• Open House
• Field Trip Chaperons
• Class Volunteers
• PTA-Sponsored Activities
• Fall & Spring Conferences

• Family Nights
• Talent Show
• Book Fairs
• Student Study Team Meetings
• IEP Meetings

For additional information about organized opportunities for parent involvement at Raymond Temple School, please contact Rebecca Pancake, PTA President, or Dr. Estela Salas-Sarmiento, at (714) 228-3290.

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	1.8	1.1	0.7	0.4	0.3	0.2	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 safety of students and staff is a primary concern of Raymond Temple Elementary. The School Site Action Plan was developed by the Site Safety Committee and the School Site Council with input from the School Safety Team. The safety plan is reviewed and revised annually by all groups. New goals and tasks are added as necessary 2018-2-19 goals of our Safe School Action Plan include the following:

Component 1- People and Programs

Goal #1: Raymond Temple School's climate shall reflect respect, tolerance, and pride for the diversity of culture, ethnicity, and philosophy. It is a a place where students demonstrate steady academic progress, follow school rules and develop responsibility for their learning and respect for themselves and their school through the PBIS framework.

Goal #2: Raymond Temple School's climate shall provide an emotionally secure learning environment for all students.

Goal #3: Raymond Temple staff will participate in on-going training to effectively address the needs of our site in case of emergency/crisis.

Goal #4: Schools provide an educational environment where students, parents, staff, and community members show respect to people of all cultural, racial, and religious backgrounds.

Component 2 - Physical Environment

Goal #1: Raymond Temple School provides a secure campus with careful monitoring and supervision of all areas to ensure student safety and adherence to rules.

Goal #2: Raymond Temple School provides for the safety of students and staff through a well-planned and implemented crisis response plan.

Centralia School District has developed a Disaster Plan for emergencies. Staff members are in-serviced and assigned responsibilities for plan implementation. The school and District participate in the annual California ShakeOut earthquake drill each October. The District also provided a district-wide Active Shooter training in collaboration with the Buena Park Police Department and provided follow up training in December. Fire evacuation drills are held monthly. The school maintains a Safety Committee, and it meets minimally four times a year to review safety issues, plan staff development, and makes recommendations for improvement.

The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Annually, the school evaluates and updates the plan. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year.

Raymond Temple School believes that to ensure a positive learning experience requires a safe and orderly environment. Staff received training on a School-wide Positive Behavior program that was first fully implemented during the 2013/14 school year and continues today.   Teachers teach, monitor, enforce, and exhibit these attributes throughout the year. The school follows all District Board Policies, including those of Safety, Suspension, Expulsion, Mandatory Expulsion, and Sexual Harassment.

The Centralia School District Board of Trustees reviews the Safe School Plans annually by March 1.

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	23		6		23	1	4		22		6	
1	28		2		25		3		25		2	
2	28		1		24		2		26		3	
3	25	1	3		28		2		28		2	
4	30		2		23	1	2		27		1	
5	32		2		27		2		30		3	
6	31		2		23	1	3		24	1	2	
Other**	9	2							6	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)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	0.125
Psychologist	0.6
Social Worker	0.125
Nurse	0.375
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	1.0
Other	1.0

*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
School Site	$9,068.00	$1,615.00	$7,453.00	$90,012.00
District	N/A	N/A	$7,360.00	$91,674.00
Percent Difference - School Site and District	N/A	N/A	1.3	-1.8
State	N/A	N/A	$7,506.64	$77,619.00
Percent Difference - School Site and State	N/A	N/A	-0.7	14.8

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)

The majority of the per pupil funding comes from the Local Control Funding Formula.

Programs and services available at Raymond Temple School to support and assist students include the folloiwng:

At Raymond Temple School, the principal works with the school's leadership team and the School Site Council to develop a comprehensive School Plan for Student Achievement. Through the Local Control and Accountability Plan, the school has an Intervention Specialist who provides small group support for students not meeting grade level proficiency; a Bilingual Instructional Assistant provides additional small group reinforcement of core skills, and works with parents for translations; computer based online instruction programs such as Study Island, Ticket to Read, More Star Fall, Discovery Learning, and Accelerated Reader; and the classrooms are equipped with smart board technology and upper grades have access to Chromebooks on carts to facilitate use of technology. The LCAP also provide GATE students with an enrichment after school program. The GATE program is site based with differentiated instruction during the school day. The school's English Learner program is focused on improving students' acquisition of English language skills through a strong ELD program.

The following programs and supplemental services were provided through categorical funds or other sources:
- Bilingual Instructional Assistant
- Instructional Assistant
- Speech and Language Specialists for general education and deaf students
- Psychologist
- Audiologist
- Sign Language Interpreters
- Adaptive Physical Education
- Computer Lab
- During and After School Intervention Programs
- Study Trips
- Assemblies
- Talent Show
- Family Reading Nights

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,661	$49,378
Mid-Range Teacher Salary	$88,074	$77,190
Highest Teacher Salary	$110,065	$96,607
Average Principal Salary (Elementary)	$133,895	$122,074
Average Principal Salary (Middle)	$0	$126,560
Average Principal Salary (High)	$0	$126,920
Superintendent Salary	$252,092	$189,346
Percent of Budget for Teacher Salaries	38%	36%
Percent of Budget for Administrative Salaries	5%	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	11	9	9

Certificated staff participates in a variety of staff development activities to enhance each individual's involvement, competence, effectiveness and productivity in meeting the needs of all students. Opportunities for staff development are sponsored through site and District, County and local conferences. The scope of our professional development includes curriculum implementation and alignment to California's Common Core State Standards, assessments, instructional strategies and interventions, instructional materials, and technology.
- Teacher and principal training for Microsoft Office 365 to assist in collaboration of shared documents to include: Sway, Word, Excel, Power Point.
- Teacher training to support use of Office 365 with students.
- Training for teachers in use of Illuminate, a software program to create report cards, assessments, shared assessments, reports.
- Training for teachers in close reading, a reading strategy.
- Teacher training on care, use of Chromebooks and charging cart.

- Teacher and principal training on use of Common Sense Media to teach about cyber safety and safe use of technology.
- Teacher, principals, technology staff training on appropriate use of technology.
- Teacher training for Code.Org to be used as optional computer science program.
- Thinking Maps: Write from the Beginning and Beyond (Expository and Informative, 6th grade Argumentative) training for all teachers and instructional aides in the classroom that support educators in delivering curriculum aligned to the CCSS to all pupils. Assist with implementation of thinking maps with in-class coaching, lesson development, consultation, and writing prompt support.
- Refinement of the Response to Intervention (RTI) model for instruction and classroom management.
- Professional development held for all teachers in the newly adopted math, My Math (K-5) by McGraw-Hill and 6th grade California Math, course 1 by Glencoe. Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new math program.
- Substitute Teacher Training for new sub hires.
- Number Talks, an instructional strategy for math alignment for teachers. Workshop provided after school.
- Each school site had Positive Behavior Intervention and Support System (PBIS) refresher course through OCDE.
- Professional development held for all teachers in the newly adopted ELA/ELD curriculum: Benchmark Advance (K-6). Workshop provided after school and as one whole day of PD. Trainings held separate for the technology components. Support for teachers with implementation through in-class coaching with district TOSAs.
- Principal training in the new Benchmark Advance program.
- CAASPP/SBAC administration of exam training provided for teachers by principals and designated teachers in a staff meeting. SPED coordinator trained teachers in administration of CAA.
- Use of Digital Library. Training held as an after school workshop and provided support with implementation through in-class coaching.
- California English Language Development Lead (CELDT) teacher training provided for teachers by principals at each site.
- Held a one afternoon introduction training for teachers into NGSS to build awareness.
- Teachers and principals participated in training for English Language Proficiency Assessments for California (ELPAC), the new English language proficiency assessment in 2018.
- District TOSAs held grade-level teacher and principal professional development trainings at school sites to analyze multiple data points (state language proficiency assessments, district created benchmarks, state assessments in math and ELA) and create actions plans to bolster student achievement.
- Principals participated in training to understand and explain the California School Dashboard as the new accountability system.
- Principals trained in data analysis to support increase in student achievement.
- Teachers and principals participated in professional development lead by district TOSAs to calibrate scoring of performance writing tasks.

The professional development provided for Classified staff at Centralia School District is varied and corresponds to the area and tasks associated to the specific classification. The goal of the activities is to enhance the employees' ability to provide service to the students which will ultimately support the educational program being provided.