California Elementary School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	California Elementary School
Street	1080 N. California Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6104
Principal	Misty Brunasso, Ed.D.
Email Address	mbrunasso@orangeusd.org
Website	https://www.orangeusd.org/california-elementary-school-k-5
County-District-School (CDS) Code	30-66621-6029748

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2020-2021)

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities and the staff. Information about Orange Unified School District is also provided.

California Elementary School is one of twenty-seven (27) elementary schools in the Orange Unified School District. The school was built in April,1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. We are on a modified Traditional schedule. Approximately 615 students are enrolled in grades Transitional Kindergarten through 5th as of 11/12/2020. We provide K-5 Inclusion classes. We offer a Spanish Dual Immersion program in grades Kindergarten through fifth grade.

Mission Statement:
California Elementary School, home of the iInspire Academy, where technology and language flourish!

Vision Statement:
We are committed to ensuring all students creatively innovate with oral fluency, digital literacy, and have equitable access to 21st century technology to become leaders in a globally connected world.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	127
Grade 1	96
Grade 2	95
Grade 3	94
Grade 4	95
Grade 5	92
Total Enrollment	599

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.3
Filipino	0.2
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.2
White	5.2
Socioeconomically Disadvantaged	87.3
English Learners	61.3
Students with Disabilities	7.8
Homeless	1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	22	27	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 9-20-21 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

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

School Facility Conditions and Planned Improvements

California Elementary School is located at 1080 N. California Street, Orange, CA. The school was built in April, 1959 on 10.2 acres of land and is located in a residential area on California St. between Collins and Katella Avenues in Orange. There are eight buildings that comprise 22 classrooms, two RSP/Intervention rooms, a faculty lounge, a Speech Center, a computer lab, a STEAM lab, library, the nurses office, the school psychologists/ Mental Heath Counselor's office, a kitchen, and the main office. In addition, there are seven additional portable classrooms. The school is in good condition on the most current site inspection. There are currently no planned improvements to the facility. Work orders have been submitted to rectify the areas of concern.

School Facility Good Repair Status
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 rate for each system inspected
   - The overall rating

Year and month of the most recent FIT report: 8/17/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	23: 4: Paint peeling on walls 12: Fascia has dry-rot 13: Gutters are not intact
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	15: 7: Electrical outlet covers missing 12: Paint peeling around windows 29 Portable: 7: Electrical outlet cover damaged Custodian Closet next to 4: 7: Hole in wall for phone line, needs outlet box & cover installed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	4: 9: Rusty sink Boy's Restroom: 8: Mirrors etched 15: Windows etched
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Poor	1: 12: Beams supporting walkway cover outside of room is termite infested
		10: 13: Gutters are deterioting, not intact
		11: 12: Fascia has dry-rot and stucco damage on south side 13: Gutters are not intact
		12: 12: Dry-rot and termite damage on walkway overhang 13: Gutters are not intact
		13: 12: Dry-rot and termite damage on walkway overhang 13: Gutters are not intact
		14: 12: Fascia and windows and door have peeling paint
		15: 7: Electrical outlet covers missing 12: Paint peeling around windows
		16 - Library: 12: Paint peeling around windows 15: Door bottom damaged
		17 - Library: 12: Paint peeling around windows 15: Door bottom damaged
		20: 13: Gutters are not intact
		22: 13: Gutters are not intact
		23: 4: Paint peeling on walls 12: Fascia has dry-rot 13: Gutters are not intact
		24: 13: Gutters are not intact
		25: 13 Gutters are not intact 15: Windows are etched
		27 Portable: 12: Dry-rot on window trim
		28 Portable Storage Room: 12: Dry-rot along bottom by doorway and along roof truss
		30 Portable: 12: Skirting damaged
		5: 12: Fascia has dry-rot and blistered paint 13: Gutters are not intact
		6: 12: Fascia has dry-rot and blistered paint 13: Gutters are not intact
		7: 12: Fascia has dry-rot and blistered paint 13: Gutters are not intact
		8: 12: Fascia has dry-rot and blistered paint 13: Guters are not intact
		9: 12: Fascia has dry-rot/termites on north side 13: Gutters are deterioting and not intact
		Admin: 13: Gutters are deterioting, not intact and filled with pine needles and debris
		Boy's Restroom: 12: Stucco and doorway damaged
		Custodian Closet next to 13: 12: Stucco damaged at doorway 15: Door jambs damaged and paint peeling
		Girl's Restroom by 15: 12: Fascia has dry-rot and blistered paint
		Girl's Restroom: 13: Gutters are not intact
		K1: 12: Fascia paint blistering & peeling
		K2: Fascia paint blistering and peeling
		K3: 12: Skirting damaged
		Storage Room: 13: Gutters are not intact

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	16 - Library: 12: Paint peeling around windows 15: Door bottom damaged 17 - Library: 12: Paint peeling around windows 15: Door bottom damaged 25: 13 Gutters are not intact 15: Windows are etched Boy's Restroom: 8: Mirrors etched 15: Windows etched Custodian Closet next to 13: 12: Stucco damaged at doorway 15: Door jambs damaged and paint peeling
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	45	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	22	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	13	N/A	32	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

California Elementary School is extremely fortunate to have supportive parent and community commitment and involvement. Their dedication to the enhancement of the educational program for all students is greatly appreciated. Our parents volunteer their time and talents in the classrooms and on campus.

Parents and interested community members serve on several site committees including: the School Site Council, the English Language Advisory Committee and an active PTO. Through active parental involvement, we have graciously received donations of school uniforms, clothes, books and other materials to enhance our educational program.

Due to several successful fundraisers, our parents participation helped to provide instructional study trips, school beautification projects, and programs in arts/science. Parents have a special section in our school library to check out books and are able to take computer classes on our campus.

We have an extensive Parent Involvement Plan that includes bi-monthly Parent Seminars with guest speakers, extended Parent Workshops, and parenting strategies series training. Our ELAC committee is extensively involved in our school.

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.0	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services, which provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at California Elementary School. California Elementary School has an extensive disaster preparedness plan. Playground supervision is provided by certificated staff and noon supervisors to ensure student safety. All gates are locked during the day and visitors report through the office to sign-in and receive a pass. Parent groups, as well as the school faculty and staff have opportunities to give feedback and input into updating the Safe School Plan annually to ensure everyone's safety and well being on the 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	29		5		31		3	1	48		1	3
1	27		3		30		3		50		1	2
2	30		3		26		4		43		1	2
3	32		3		28		4		42		1	2
4	31		3		32		1	2	28		3	
5	25	1	3		30		3		31		3	
Other**									28		2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5427.41	$262.57	$5164.84	$76559.21
District	N/A	N/A	$6616.90	$86,774
Percent Difference - School Site and District	N/A	N/A	-24.6	-12.5
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	-40.0	-8.1

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

Types of Services Funded (Fiscal Year 2019-2020)

California Elementary School operated the following categorical programs for the 2020-2021 school year:

Title I
LCFF

Below are the Academic and Behavioral Interventions provided for students at California ES:

Academic Interventions:
California has an extensive Multi Tiered System of Support (MTSS). We have a block schedule with staggered intervention time that allows our Resource Specialist to push into grades K-3 to provide targeted Reading support. Students grade K-5 utilize one-to-one iPads to provide a customized learning pathway for all students. In addition, students in grades K-5 take their iPads to and from school with the purpose of extending the learning time and providing equitable access to technology. Students utilize Lexia Core 5, a research based software based Reading Intervention program, during the school day for 80 minutes a week and an additional 40 minutes a week as homework. Teachers utilize the data on a daily basis to provide targeted intervention to students. Our "Mind The Gap" data team consisting of the principal, Instructional Coach, Resource Specialist, and RSP teacher meet weekly to an analyze the intervention data, shift resources as needed, follow up with teachers of struggling students, and determine immediate response to next levels on the MTSS. In addition to the Mind the Gap meetings and an established Student Study Team (SST) referral process, California holds three CAST meetings annually with all teachers to discuss students that have not responded to interventions and make referrals to SST meetings. From the SST process and direct Special Needs referrals, referrals are systematically made for Special Needs testing and conducted within legal timelines.

Behavioral Interventions:

California ES implements Positive Behavioral Intervention Systems (PBIS) school-wide and has completed all three levels of training through the Orange County Department of Education. In addition to clearly establish school-wide expectations we have a school-wide positive reinforcement system in place, a Check In Check Out (CICO) system for Tier Two students, customized Behavioral Intervention Plans (BIP) for general education students, and social skills classes for social pragmatics and a separate social skills class for aggressive behavior. We have a .2 Counselor that meets with students referred for Mental Health Services. In addition, our part-time Community Liaison and our .2 Counselor provide parents with community resources to aid students in need of additional Mental Health Services.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,446	$50,029
Mid-Range Teacher Salary	$83,885	$77,680
Highest Teacher Salary	$109,082	$102,143
Average Principal Salary (Elementary)	$129,252	$128,526
Average Principal Salary (Middle)	$131,552	$133,574
Average Principal Salary (High)	$153,039	$147,006
Superintendent Salary	$256,476	$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	47	47	45

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as CTIP (CREDENTIALING for Beginning Teachers), PAR (Peer Assessment and Review), Instructional Coach, staff meetings, conferences and school-based in-service meetings. CTIP, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need.

At California ES we implement Coaching cycles in which teachers receive training based on themes and instructional strategies focusing on school-wide best practices during pull out PD, Modified Wednesday PD, and/or virtual learning. Our Instructional coach meets with teachers the day after the training to reflect on the previous coaching cycle, reflect on the PD, and establish goals for the current cycle. Over the next coaching cycle, which lasts from 3-6 weeks, the Instructional Coach pushes into the classroom and models the strategies of the PD in the teachers' classes, comes back and implements the strategies alongside with the teacher, and visits again when the teacher demos the strategies independently with their students.

During the 2020-2021 school the focus of the Coaching Cycles is on providing differentiated small group Math Instruction and reading comprehension.

We implement Modified Wednesdays in which we "bank" instructional minutes on Monday, Tuesday, Thursday, and Friday to release students earlier on Wednesday so teachers may expand their professional growth from 1:30 PM - 3:00 PM. Teachers are involved in site based professional learning one Wednesday a month, district based PD one Wednesday a month, Professional Learning Community meetings one Wednesday a month, and classroom preparation one Wednesday a month. The focus of the district Professional Learning is on the Blended Learning Model. The focus of the site Professional Learning is on deepening Mathematical practices and reading comprehension. The focus of Professional Learning Communities is on sharing best practices, analyzing student achievement data, developing best 1st instruction, and interventions.