

# Raymond-Knowles Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Raymond-Knowles Union Elementary
<b>Phone Number</b>	(559) 689-3336
<b>Superintendent</b>	Michelle Townsend
<b>E-mail Address</b>	<a href="mailto:mtownsend@rkusd.org">mtownsend@rkusd.org</a>
<b>Web Site</b>	<a href="http://www.rkud.k12.ca.us">http://www.rkud.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Raymond-Knowles Elementary
<b>Street</b>	31828 Road 600
<b>City, State, Zip</b>	Raymond, Ca, 93653-0047
<b>Phone Number</b>	559-689-3336
<b>Principal</b> Superintendent/Principal	Mrs. Michelle Townsend,
<b>E-mail Address</b>	<a href="mailto:mtownsend@rkusd.org">mtownsend@rkusd.org</a>
<b>Web Site</b>	<a href="http://www.rkud.k12.ca.us">http://www.rkud.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	20652766024095

*Last updated: 6/16/2019*

### School Description and Mission Statement (School Year 2018—19)

Raymond-Knowles Elementary School is the home of the Broncos. Our innovative and dedicated staff work together with parents and the community to fulfill our mission for all students.

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

Students at RKS are taught 21st-century skills that include the learning areas of core academic subjects using 21st-century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology and information/media literacy.

We are 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a chromebook or iPad assigned to them. Kindergarten and first grades use iPad minis and second through eighth grades use chromebooks. We are also a Google Apps for Education(GAFE) school.

Raymond-Knowles Elementary takes pride in our student's work and accomplishments. We host nine student showcase events throughout the school year. We invite the community to the school to see our student's work on display at these evening events. These Student Showcase events have fostered a positive relationship between the school and community.

We have exciting programs in place for the upcoming school year to help us work towards our school's mission.

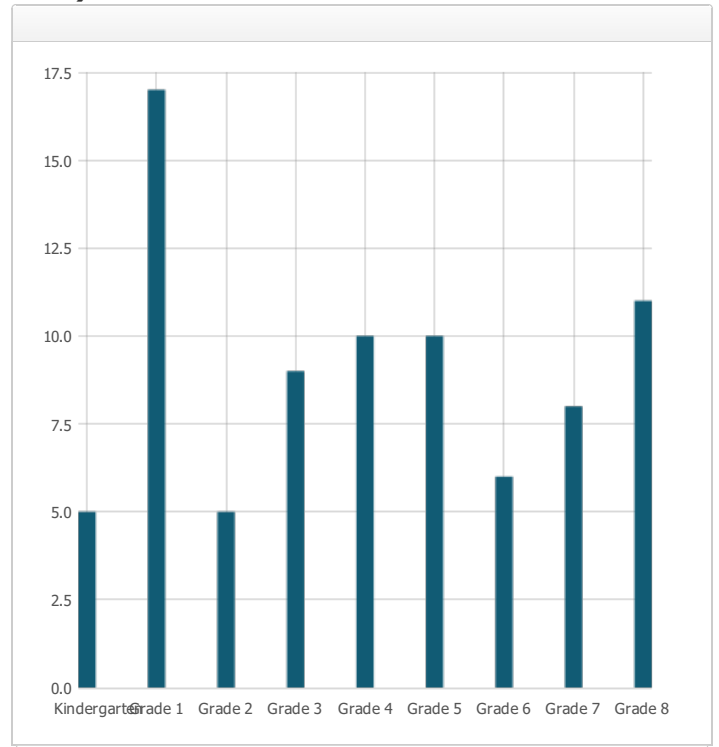
Create.Connect.Compete

Go Broncos!

*Last updated: 5/20/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	5
Grade 1	17
Grade 2	5
Grade 3	9
Grade 4	10
Grade 5	10
Grade 6	6
Grade 7	8
Grade 8	11
<b>Total Enrollment</b>	<b>81</b>



Last updated: 5/20/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	6.2 %
Asian	1.2 %
Filipino	%
Hispanic or Latino	28.4 %
Native Hawaiian or Pacific Islander	%
White	58.0 %
Two or More Races	6.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.8 %
English Learners	4.9 %
Students with Disabilities	6.2 %
Foster Youth	%

## A. Conditions of Learning

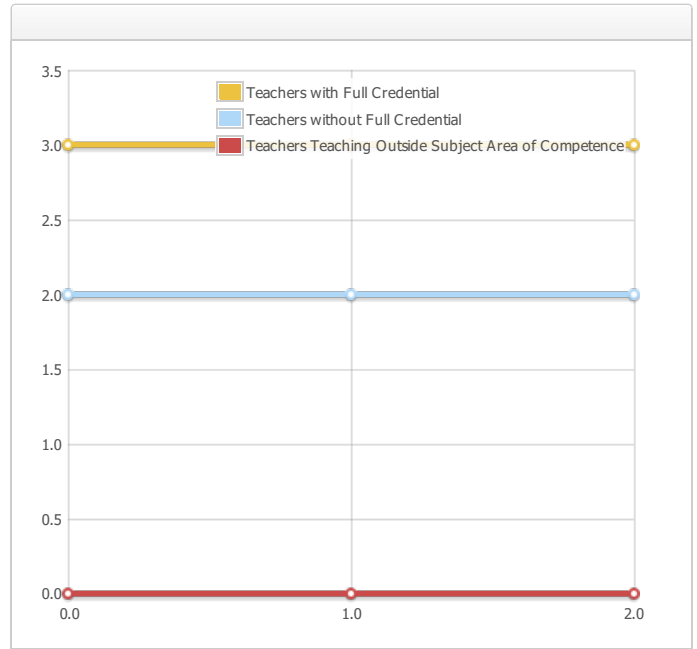
### State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	3	3	3	3
Without Full Credential	2	2	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 6/3/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 6/3/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: May 2019

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	SRA Imagine It. Heinemann, Kids A to Z, Novel Studies, iReady		0.0 %
Mathematics	GoMath, LearnZillion, Kahn Academy, iReady		0.0 %
Science			0.0 %
History-Social Science	Scott Foresman (K-5) Discovery (6-8)		0.0 %
Foreign Language			0.0 %
Health	Positive Prevention Plus		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/3/2019

## School Facility Conditions and Planned Improvements

The LEA makes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California OPSC. The results of this tool are available at the district office.

The district maintenance staff ensures that the repairs necessary to keep the school in good repair and in working order are completed in a timely manner. All school facilities are cleaned on a daily basis by janitorial staff.

The district sets aside approximately \$25,000 for maintenance and/or repairs.

*Last updated: 5/21/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	The cafeteria floor will be repaired during the summer of 2019.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	The hot water heater for the staff bathroom will be replaced in the summer of 2019. The water fountains will also be repaired/replaced in the summer of 2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 5/21/2019*

## 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

Scores are not shown 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.

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	40.0%	44.0%	40.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	38.0%	36.0%	38.0%	37.0%	38.0%

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.

*Last updated: 5/21/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00%	40.00%
Male	23	23	100.00%	17.39%
Female	32	32	100.00%	56.25%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	15	15	100.00%	20.00%
Native Hawaiian or Pacific Islander				
White	32	32	100.00%	43.75%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	27	27	100.00%	29.63%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 5/21/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	55	55	100.00%	38.18%
Male	23	23	100.00%	26.09%
Female	32	32	100.00%	46.88%
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	15	15	100.00%	33.33%
Native Hawaiian or Pacific Islander				
White	32	32	100.00%	40.63%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	27	27	100.00%	29.63%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

*Last updated: 5/21/2019*

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

*Last updated: 5/21/2019*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017–18)

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	36.4%	54.5%	--
7	--	--	--

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.

*Last updated: 5/21/2019*

## 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 2018—19)

All parents are invited to parent/teacher conferences at the end of the first two trimesters. At these conferences, students' academic and social-emotional progress is discussed. In addition, we host academic student showcase events nine times a year for parents and the community are invited to. We also have a PTA group that was started up this school year.

# State Priority: Pupil Engagement

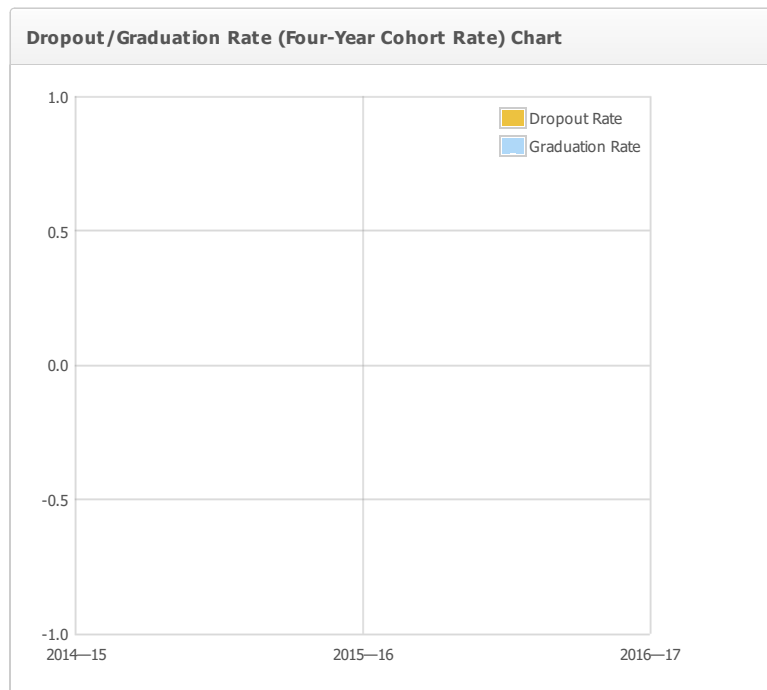
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 5/22/2019

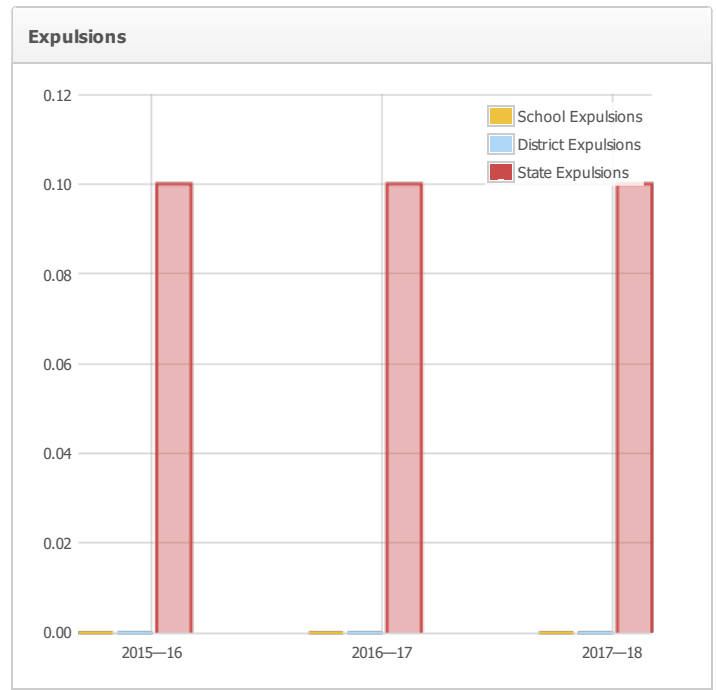
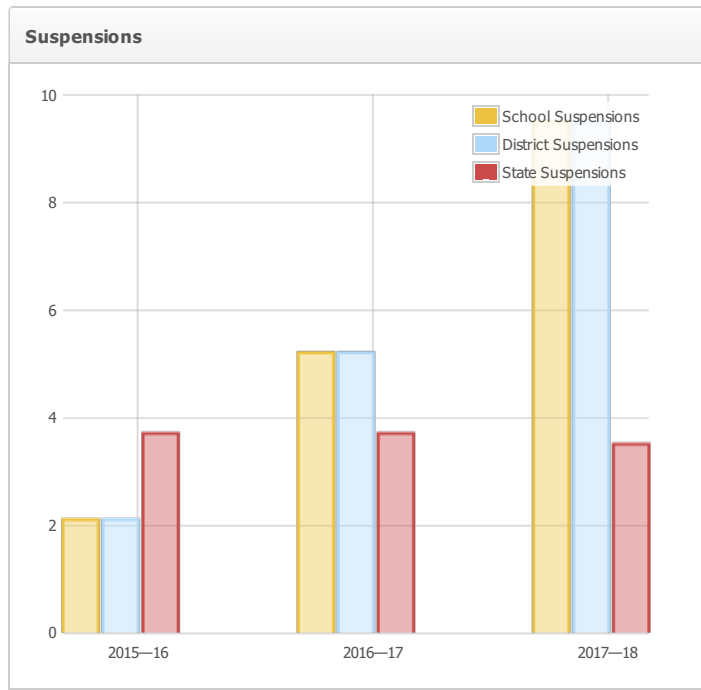
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.1%	5.2%	9.5%	2.1%	5.2%	9.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 5/22/2019

## School Safety Plan (School Year 2018—19)

The school safety plan was reviewed and updated February 8, 2018. The safety plan is a working document that is discussed in School Site Council meetings, staff meeting. There are questions related to school and student safety on annual LCAP surveys. Changes are made to the plan as needed.

Last updated: 5/22/2019

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	15.0	1		
1				
2				
3	22.0		1	
4				
5	23.0		1	
6				
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.0	1		
1				
2				
3	18.0	1		
4				
5	17.0	1		
6				
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		1	
1				
2				
3	14.0	1		
4				
5	20.0	1		
6				
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.

Last updated: 6/3/2019

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

School Site	\$3842.0	\$1101.0	\$2741.0	\$39862.0
District	N/A	N/A	\$2741.0	\$39862.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	62.0%	37.0%

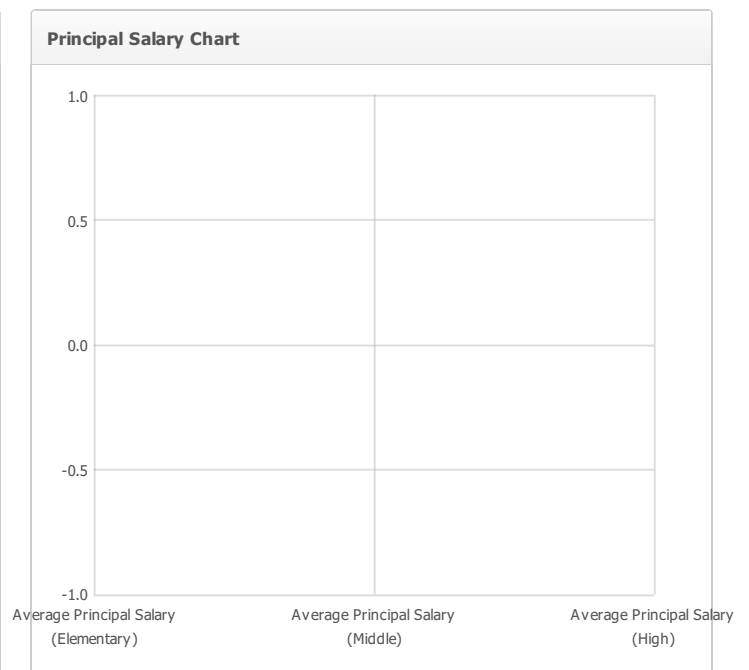
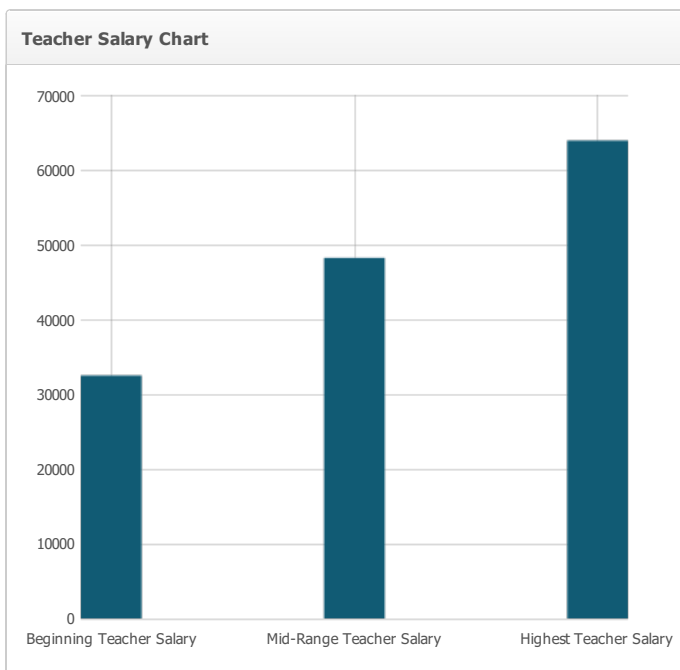
Note: Cells with N/A values do not require data.

Last updated: 6/3/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$32,503	\$44,375
Mid-Range Teacher Salary	\$48,225	\$65,926
Highest Teacher Salary	\$63,915	\$82,489
Average Principal Salary (Elementary)	\$	\$106,997
Average Principal Salary (Middle)	\$	\$109,478
Average Principal Salary (High)	\$	--
Superintendent Salary	\$81,286	\$121,894
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	7.0%

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



Last updated: 6/3/2019

## Professional Development

Staff development is provided via a combination of weekly staff meetings, individual coaching and mentoring to each teacher, and outside conferences and workshops as appropriate. Staff development is individualized to the extent possible and is driven by the analysis of student data and teacher observations, as well as self reflection and requests given by teachers.

Last updated: 5/22/2019



