

Robbins Elementary School

17451 Pepper Street • Robbins, CA 95676 • (530) 738-4386 • Grades K-8

Dr. Laurie Goodman, Principal

Laurieg@sutter.k12.ca.us

<http://winship-robbins.sutter.k12.ca.us>

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Winship-Robbins Elementary School District

4305 South Meridian Rd.
Meridian, CA 95957
(530) 696-2451
<http://winship-robbins.sutter.k12.ca.us>

District Governing Board

Hassen Mohsen - President
Janet Alonso - Clerk/VP
Dick Akin - Member
Mona Sakurada - Member
Jamellh Mohsen - Member

District Administration

Dr. Laurie Goodman
Superintendent

School Description

Robbins School is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance to the California Standards.

At Robbins, our goal is to provide educational experiences that will:

- Promote and encourage literacy for all students
- Promote a responsible, confident attitude in our students
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences

Our staff is dedicated to providing our students with a positive, safe educational experience that enables our students to attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis, updating them as necessary.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	12
Grade 1	14
Grade 2	16
Grade 3	18
Grade 4	18
Grade 5	15
Grade 6	18
Grade 7	21
Grade 8	18
Total Enrollment	150

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	2
Filipino	0
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0
White	21.3
Two or More Races	2
Socioeconomically Disadvantaged	86
English Learners	37.3
Students with Disabilities	10.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Robbins Elementary School	14-15	15-16	16-17
With Full Credential	10	10	7
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	2	2	0
Winship-Robbins Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Robbins Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	2	2
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.0	20.0
Districtwide		
All Schools	88.9	11.1
High-Poverty Schools	88.9	11.1
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Both school sites within Winship-Robbins Elementary School District have sufficient and good-quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs.the State of California. All students have access to and are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Because of the changes in the Common Core Standards, our District teachers have added expository texts to the current reading curriculum that we use. Some examples include publications such as Ranger Rick, Scholastic News, and online newspapers. Public hearings are held yearly; the most recent one was September 2014.

Textbooks and Instructional Materials	
Year and month in which data were collected: 07/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin (K-6) Adopted in 2016 Houghton Mifflin/Study Sync Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin/Harcourt (K-5) Adopted in 2017 College Preparatory Math (CPM) (6-8) Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw-Hill (K-5) Adopted in 2007 Holt, Rinehart, and Winston (6-8) Adopted in 2007 Next Generation Science Standards (K-8) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Macmillan/McGraw-Hill (K-5) Adopted in 2007 Holt, Rinehart, and Winston (6-8) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Robbins School was originally constructed in 1927 and has since been completely modernized. Recent renovations to the school have included the installation of new security and fire alarm systems and the addition of three portable classrooms. The campus is currently comprised of eight classrooms (including three portables), a library, a staff room, a multi-purpose room, a playground, an athletic field, the main office, and a Learning Center.

Cleaning Process: Robbins School provides a safe, clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school or District Office. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school. Some cleaning is done during school hours, and classrooms are cleaned before and after school hours.

Maintenance and Repair: A scheduled maintenance program is administered by Winship-Robbins Elementary School District to ensure that all classrooms and facilities are well maintained. 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 work order process is used to ensure efficient service and highest priority to emergency repairs.

A new roof was installed over the summer of 2009 funded by a hardship grant.

Two portable classrooms were added, which were purchased by the Robbins School Foundation and installed with money from the General Fund as well as community donations. A third portable classroom was added in the summer of 2010 and was funded by the Robbins School Foundation. A fourth portable classroom was added in the summer of 2013. Additional concrete sidewalks and improvements to current sidewalks were added as well, also funded by the Foundation.

The District has applied for and received Modernization Design money but did not the list for funding by DSA. The plans are on hold until a later date. The District has also applied for Prop. 39 and is has selected a provider which is working closely with district staff. The light installation has been started at Robbins School and is close to completion in Spring 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC needs to be replaced in both main buildings; there is no A/C in the multipurpose room
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			There is a crack in the K-1 building which has been inspected by a structural engineer.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	31	49	31	48	44	48
Math	23	41	24	38	34	36

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	34	33	97.1	36.4
Male	13	12	92.3	50.0
Female	21	21	100.0	28.6
Hispanic or Latino	26	26	100.0	30.8
Socioeconomically Disadvantaged	28	27	96.4	37.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	52	29	36	41	30	32	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.8	15.4	7.7
7	45	20	30

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	20	19	95.0	36.8
	4	19	19	100.0	52.6
	5	15	15	100.0	33.3
	6	20	19	95.0	57.9
	7	20	20	100.0	65.0
	8	19	18	94.7	44.4
Male	3	11	10	90.9	20.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	13	13	100.0	61.5
	7	13	13	100.0	76.9
	8	12	12	100.0	41.7
Asian	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	16	15	93.8	40.0
	4	13	13	100.0	53.9
	5	11	11	100.0	27.3
	6	14	14	100.0	57.1
	7	14	14	100.0	64.3
	8	15	15	100.0	33.3
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	20	19	95.0	36.8
	4	16	16	100.0	50.0
	5	13	13	100.0	38.5
	6	17	17	100.0	52.9
	7	15	15	100.0	60.0
	8	15	14	93.3	42.9
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	20	19	95.0	47.4
	4	19	19	100.0	36.8
	5	15	15	100.0	33.3
	6	20	19	95.0	31.6
	7	20	20	100.0	70.0
	8	19	18	94.7	22.2
Male	3	11	10	90.9	40.0
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	13	13	100.0	38.5
	7	13	13	100.0	76.9
	8	12	12	100.0	16.7
Asian	5	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	3	16	15	93.8	40.0
	4	13	13	100.0	38.5
	5	11	11	100.0	18.2
	6	14	14	100.0	28.6
	7	14	14	100.0	64.3
	8	15	15	100.0	26.7
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	3	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	20	19	95.0	47.4
	4	16	16	100.0	37.5
	5	13	13	100.0	38.5
	6	17	17	100.0	29.4
	7	15	15	100.0	66.7
	8	15	14	93.3	14.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Robbins School has an active Parent Club. This group has regular meetings each month. The Parent Club plans and coordinates several important fundraisers throughout the year, including gift wrap sales, the Color Fun Run, the Pancake Breakfast, and the Book Fair. The funds that are raised are used to support our award program and our sports and wellness program. The Parent Club also helps provide volunteers for special events, classroom events, and the library program. Parents coach sports and drive students to many events in the area. Since the school is in a remote location, these trips would not be possible without parent drivers.

In addition, the Robbins School Foundation, Valley Truck and Tractor Company, and Sutter Basin Growers Co-Op financially support many programs at Robbins School.

Parents who wish to participate in Robbins School's leadership teams, school committees, school activities, or become a volunteer may leave a message at the school at (530) 738-4386.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Robbins School. The School Site Safety plan is updated annually by the School Site Council, which consists of staff and administration, with recommendations by the District. Key elements of the plan focus on the maintenance of a safe and secure campus for students and staff. The plan is approved each time it is up-dated by the Board of Trustees. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year.

Students are supervised during lunch and recess by the instructional aides. There is a designated area for student drop off and pickup. Parents are required to check in at the office and sign a visitor log. The entire School's Safety Plan can be found on the district web site.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.1	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.0	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	1	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.3
Social Worker	0
Nurse	0

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	.1
Resource Specialist	0
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	12	16	14	2	1	1						
1	15	18	14	1	1	1						
2	23	18	16		1	1	1					
3	16	21	18	1		1		1				
4	23	16	19		1	1	1					
5	21	20	15		1	1	1					
6	16	19	19	1	1	1						

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	22	21	19	1	1	1						
Mathematics	22	21	19	1	1	1						
Science	22	21	19	1	1	1						
Social Science	22	21	19	1	1	1						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Staff members build teaching skills, strategies and improve concept development through participation in professional development workshops through the Winship-Robbins Elementary School District and the Sutter County Office of Education, along with conferences throughout the year. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies that meet the needs of all learners and learning styles. During the 2016 – 2017 academic school year the district's teachers focused on creating a Growth Mindset among educators and students, the implementation of the EDI lesson plan, strategies and lesson planning for English Language learners and the interpretation and analysis of MAPs assessment. In 2011-12 we focused on strategies for teaching English Learners as well as planning implementation of our Strategic Plan goals. The Winship-Robbins Elementary School District has structured two minimum days a month for the 2016 – 2017 school year. Each minimum student attendance day, two days during each month of the academic school year, meets for professional development every other Wednesday. Each Professional Development workshop's agenda speaks to teaching strategies to engage student learning, assessment tools to monitor and direct instruction, lesson planning that promotes district norms and a mindset that promotes goals and aspiration of student achievement. During the 2016 – 2017 academic school year, the Winship-Robbins Elementary School District, devoted eighteen afternoons from 1:00 p.m. to 3:30 p.m. to engage and collaborate on curriculum, strategies and student outcomes that promote student achievement. In addition, beginning teachers participate in TCIP through the Tri-Counties BTSA Induction Program through the Sutter County Office of Education. In 2010-11, there were 4.25 days and in 2011-12, there were 4.5 days dedicated for professional development. For 2012-13, 6.5 days were dedicated to professional development. Also in 2012-13, teachers were offered a day-long workshop in Explicit Direct Instruction. They spent two more full days before school started in training including differentiated Instruction and instructional strategies for English Learners. There were also seven minimum days when, in the afternoons, teachers were given additional training in all of the above, plus working on the transition to the CA Common Core State Standards. Additional observations, engagement and support is given through the Sutter County Educational Services Department. These services provide observation of teacher engagement and strategies, summit workshops that provide curriculum access and exploration, peer collaboration and on-going grade level student outcomes. At all times teachers are supported through on-going observations, analysis of data, and conferences that provide them effective feedback that will drive their instruction and support their teaching to provide the best outcomes for the Winship-Robbins Elementary School District students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary		\$116,069
Percent of District Budget		
Teacher Salaries	27%	33%
Administrative Salaries	7%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

These programs and Supplemental Educational Services (SES) are provided at the schools either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Title II
- * Title III
- Title IV
- Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- School Safety and Violence
- School Library Block Grants (funds are flexed into General Fund)
- Class Size Reduction
- Response to Intervention

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,060	2,336	6,724	58,522
District	♦	♦	6,724	58,522
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			18.4	-4.0

* Cells with ♦ do not require data.