California **Department of**
EDUCATION

2019–2020 School Accountability Report Card

Translation Disclaimer

School

Accountability

Report Card

Reported Using Data from the 2019–2020 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/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.

Dawn Carl, Superintendent

- Principal, Robbins Elementary

About Our School

Dear Winship-Robbins School District Students and Families-

What a year 2019-2020 was! We began the year with continuing my pledge to grow the success of all students in the Winship-Robbins Elementary School District. The year did not end how we planned due to COVID-19, school closures and stay-at-home orders. In March, we began our journey into Distance Learning for all studnets preschool through 8th grade. Instruction was delivered mainly through paper-pencil with teachers making daily contact with all students through a variety of methods including online video conferencing. Their was much learned about oiurselves as an educators, our students, technology and the ever changing world around us. It seemed as if things changed on daily!

Our school and community pulled together to provide the best education and resources to our students and their families. We learned about Personal Protective Equipment (PPE) and these were implemented throughout campus to ensure the safety of our staff and anyone coming on campus because although our students were at home distance learning our staff was on campus continuing to support students with instruction, meal delivery, counseling support, etc.

A big thank you to Mrs. Patricia Van Ruiten for her dedication to our students throughout her time with Winship-Robbins ESd and the Robbins community, we wish her a happy retirement!

Additionally, we have hired two new para educators that will provide support in the areas of classroom instruction and the supervision of students during recess and lunches when students are on campus.

Our preschool teachers work closely with our kindergarten teacher to provide a quality preschool education for all families. We have restructured our funding to enable more students to attend the Robbins School Preschool and offer some scholarships to help with fees.

I continue to build meaningful relationships with the entire school staff, students, families and the community. I believe open communication is very important in a school and for this reason, I will always encourage you to reach out to your child's teacher, to a member of the office staff or to myself with any questions you may have. Please be on the lookout for continued updeated information on distance learning, in-person instruction, meal distribution, activities and events. We are hopeful that 2021-2022 brings back the normalcy we need. We will get through this together and Robbins students will continue to thrive and succeed.

Dawn Carl

Contact

Robbins Elementary
17451 Pepper St.
Robbins, CA 95676-9999

Phone: 530-738-4386
Email: dawnc@sutter.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Winship-Robbins
Phone Number	(530) 738-4386
Superintendent	Dawn Carl
Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us

School Contact Information (School Year 2020–2021)	
School Name	Robbins Elementary
Street	17451 Pepper St.
City, State, Zip	Robbins, Ca, 95676-9999
Phone Number	530-738-4386
Principal	Dawn Carl, Superintendent

| Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us
County-District-School (CDS) Code	51714566053433

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

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Number of Students	14	7	15	11	14	9	16	13	22	

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25

20

15

10

5

0
  Kindergarten   Grade 1   Grade 2   Grade 3   Grade 4   Grade 5   Grade 6   Grade 7   Grade 8
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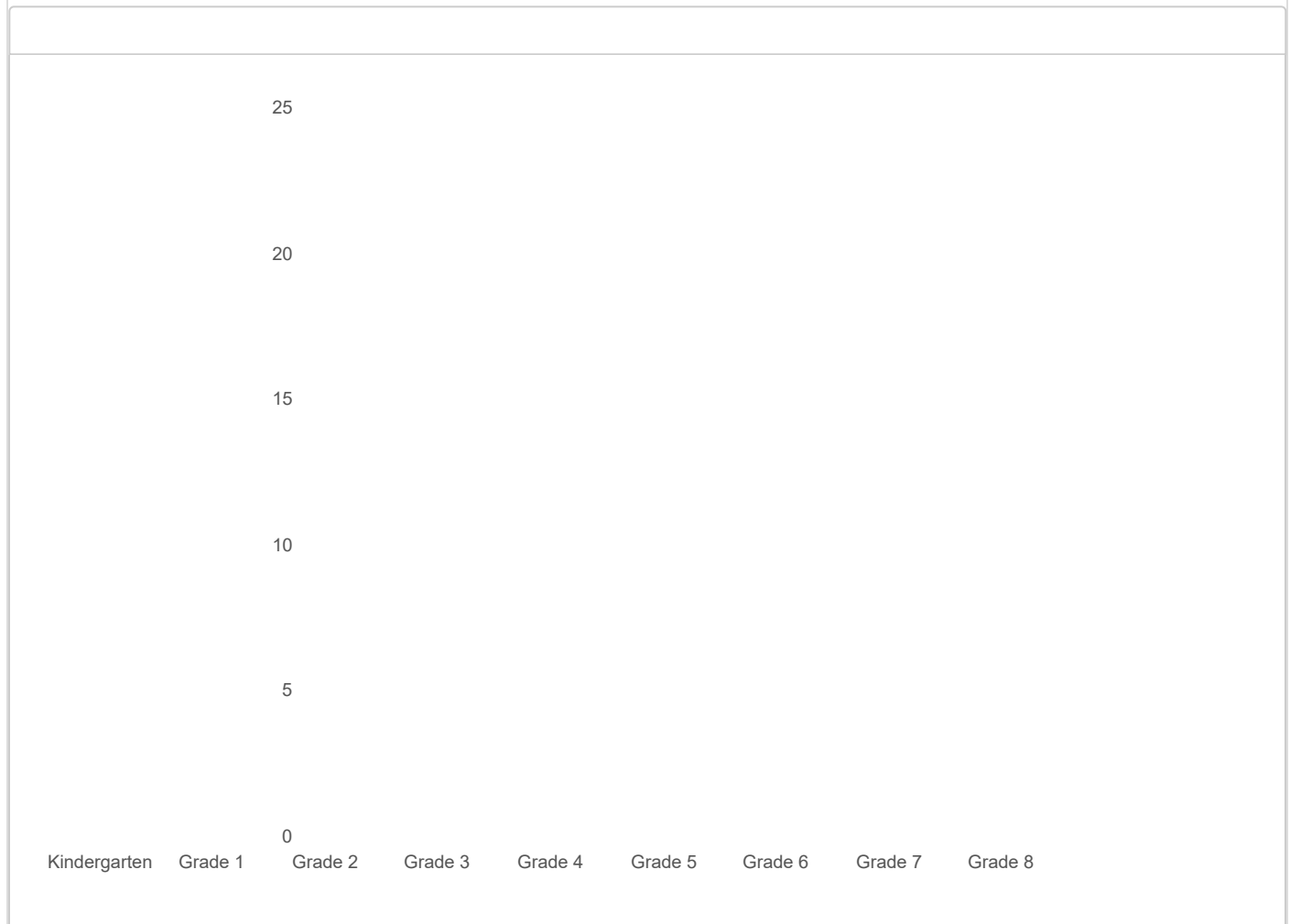
Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	%	%	0.80 %	%	81.00 %

Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth
Percent of Total Enrollment	78.50 %	39.70 %	5.00 %	%

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 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	7	7	7	7
Without Full Credential	1	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

8

7

6

5

4

3

2

1

0

| Teachers with Full Credential
| Teachers without Full Credential
| Teachers Teaching Outside Subject Area of Competence

0.00   1.00   2.00

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/7/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Wonders (K-6) Houghton Mifflin/Study Sync (7-8)	Yes	0.00 %
Mathematics	Engage NY (K-5) College Preparatory Math (CPM) (6-8)	Yes	0.00 %
Science	Next Generation Science Standards (K-8)	Yes	0.00 %
History-Social Science	Macmillan/McGraw-Hill (K-5) National geographic (6-8)	Yes	0.00 %
Foreign Language			0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0.00 %
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: 1/7/2021

School Facility Conditions and Planned Improvements

The school has had some improvements made including repaired asphalt for the black top, new paint on all the trim , new kitchen floor installed over existing floor.

October 2020 FIT Report- Facilities are in 'good' standing.

Last updated: 1/7/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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: October 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2020

Overall Rating	Exemplary

Last updated: 1/7/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	60.0%		60%		50%	
Mathematics (grades 3-8 and 11)	52.0%		52%		39%	

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.

Last updated: 1/7/2021

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.

Last updated: 1/7/2021

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
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 waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/7/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)						

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.

Last updated: 1/7/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

Last updated: 1/7/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

WRESD began working with Sutter County Superintendent of Schools (SCSOS) to provide CTE opportunities to our 6th-8th grade students. This was to include Virtual Job Shadow (VJS), training for staff, field trips, guest speakers, career days, and access to mobile labs, and technology to support (VJS). Students participated in surveys and began wroking on the (VJS) to explore careers that came up in their interest surveys. Due to COVID, all field trips, guest speakers and mobile lab activities were postponed.

Last updated: 1/7/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/7/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

Last updated: 1/7/2021

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 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

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.

Last updated: 1/7/2021

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)

Due to COVID much of our normal parental involvement must be modified as at this time we cannot have in person meetings, events or activities due to the health and safety climate that currently exists. However, our parents may continue to participate in Parents Club, School Site Council, the development of the (SPSA) Sincle Plan for Student Achievement, (LCP) Learning Continuity Plan and th (LCAP) Local Control and Accountability Plan and give input at monthly board meetings.

Parents also participate and give input through our school Facebook page, website and by contacting the office directly.

Last updated: 1/7/2021

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 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	6.70%	2.50%	4.00%	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	73.30%	95.00%	90.00%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

Last updated: 1/7/2021
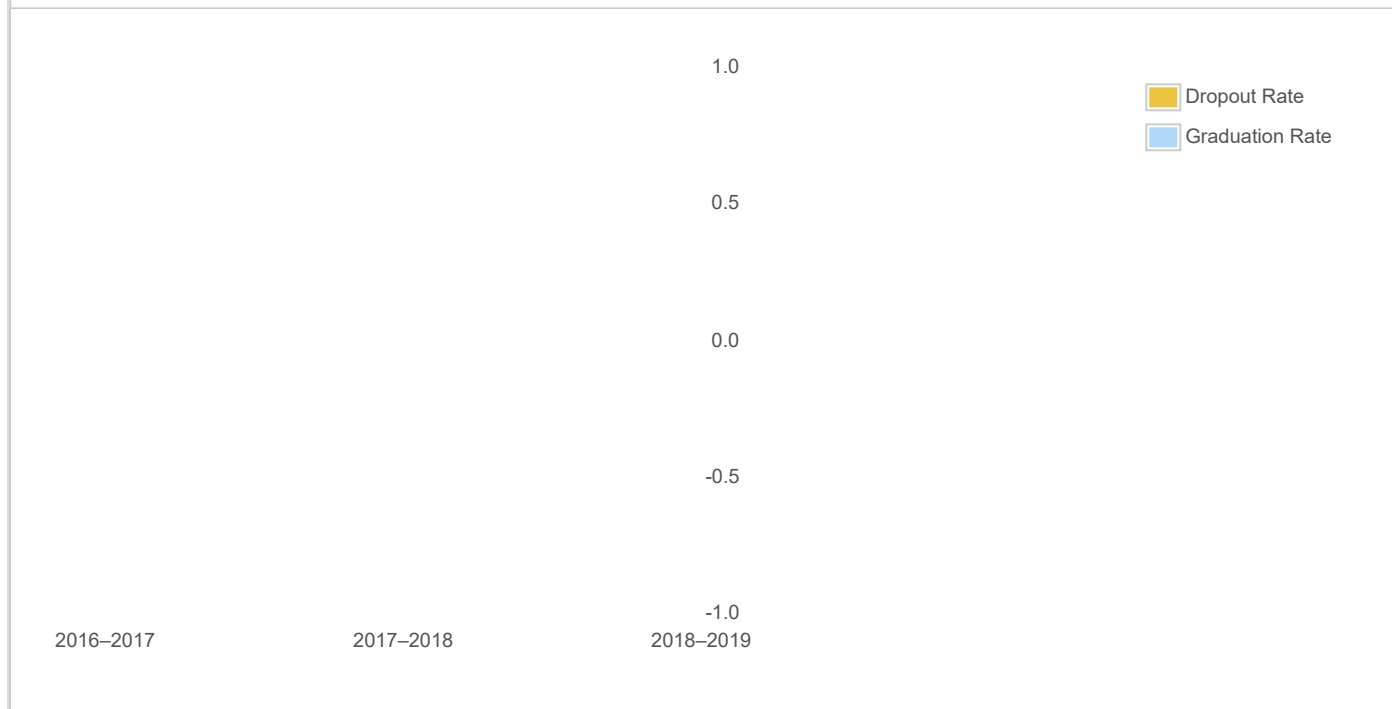
State Priority: School Climate

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	Suspensions	Expulsions
School 2017–2018	0.10%	0.00%
School 2018–2019	--	--
	0.10%	0.00%
District 2017–2018	--	--
District 2018–2019	--	--
	--	--
State 2017–2018		
State 2018–2019		

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	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--
	--	--
State 2019–2020		

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.

Last updated: 1/7/2021

School Safety Plan (School Year 2020–2021)

The school comprehensive safety plan is due every year by March 1st, WRESD is taking the fall of 2020 to develop a more comprehensive, robust plan to include a pandemic portion due to COVID-19.

WRESD's Reopening Plan that was revised on September 23, 2020 includes safety measures due to COVID which include illness prevention, face coverings, movement on campus, transportation, food service, educational programs, child care, extracurricular activities and campus access. This plan also includes how we communicate with our staff, students, parents and community for the health and safety of all.

8/28/2019 was the approval date of the last annual review in which WRESD updated and discussed with school staff, students and community members. Key elements of the plan focus on the maintenance of a safe and secure campus for students and staff. The plan is approved and updated by ther Board of Trustees. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and stte earthquake standards. The school's disaster

preparedness plan includes steps for ensureing student and staff safety during a disaster, fire, disaster drills, and active shooter trianing are conducted throughotu the school year. Studnets are supervised during lunch and recess by the para educators. There is a designed area for student drop off and pickup. All visiotrs are required to check in at the office and sign a visitor log. The entire School Safety Plan can be found on the district web site.

Last updated: 1/7/2021

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 (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	6.00	10.00	8.00			18.00	21.00	14.00
Number of Classes * 1-20	2	1	2			1		2
Number of Classes * 21-32							1	
Number of Classes * 33+								

* 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 (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	6.00	11.00	9.00	13.00	10.00	13.00	15.00	
Number of Classes * 1-20	2	1	1	1	1	1	1	
Number of Classes * 21-32								
Number of Classes * 33+								

* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	7.00	7.00	8.00	11.00	14.00	9.00	16.00	
Number of Classes * 1-20	2	1	2	1	1	1	1	
Number of Classes * 21-32								
Number of Classes * 33+								

* 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: 1/7/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				
Number of Classes * 23-32				
Number of Classes * 33+				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				
Number of Classes * 23-32				
Number of Classes * 33+				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				
Number of Classes * 23-32				
Number of Classes * 33+				

* 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.

Last updated: 1/7/2021

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*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.

Last updated: 1/7/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

*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.

Last updated: 1/7/2021

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	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7750.12	$71448.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

These programs and Supplemental Educational Services (SES) are provided at the school through the following to assist students:

- LCFF
- Title I
- Title II
- Title III
- Title IV
- Gifted and Talented Education (GATE) (funds are flex3ed into General Fund)
- Class SIze Reduction
- CARES ACt Funding
- REAP

- E-Rate

Last updated: 1/7/2021

## Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,000	$46,965
Mid-Range Teacher Salary	$64,000	$67,638
Highest Teacher Salary	$86,000	$88,785
Average Principal Salary (Elementary)	--	$112,524
Average Principal Salary (Middle)	--	$117,471
Average Principal Salary (High)	--	--
Superintendent Salary	$125,000	$128,853
Percent of Budget for Teacher Salaries	16.00%	30.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

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

Teacher Salary Chart

100000	
80000	
60000	
40000	
20000	
0	
Beginning Teacher Salary	Mid-Range Teacher Salary	Highest Teacher Salary

Principal Salary Chart

1.0

0.5

0.0

-0.5

-1.0

| rage Principal Salary (Elementary) | Average Principal Salary (Middle) | Average Principal Salary (High) |
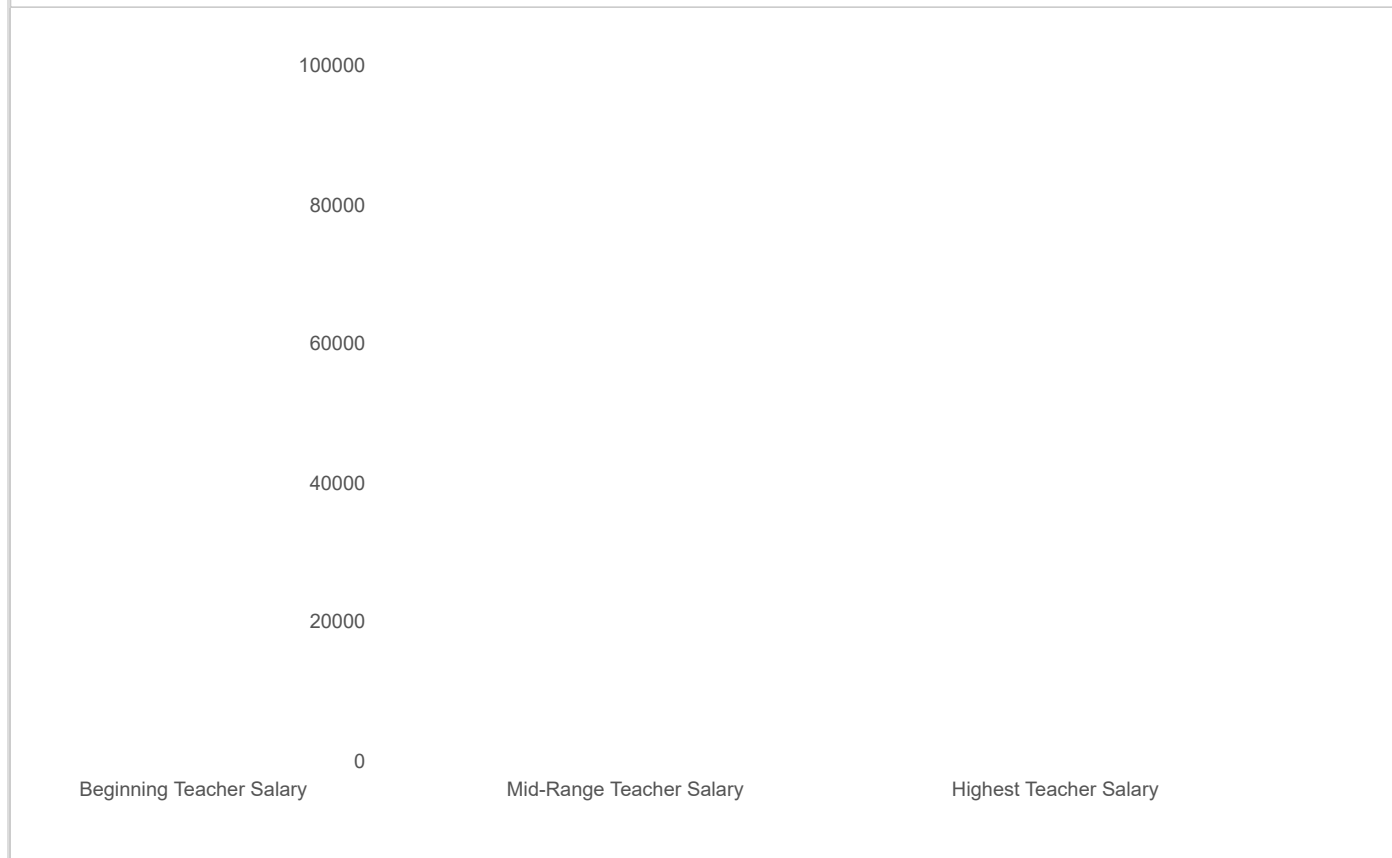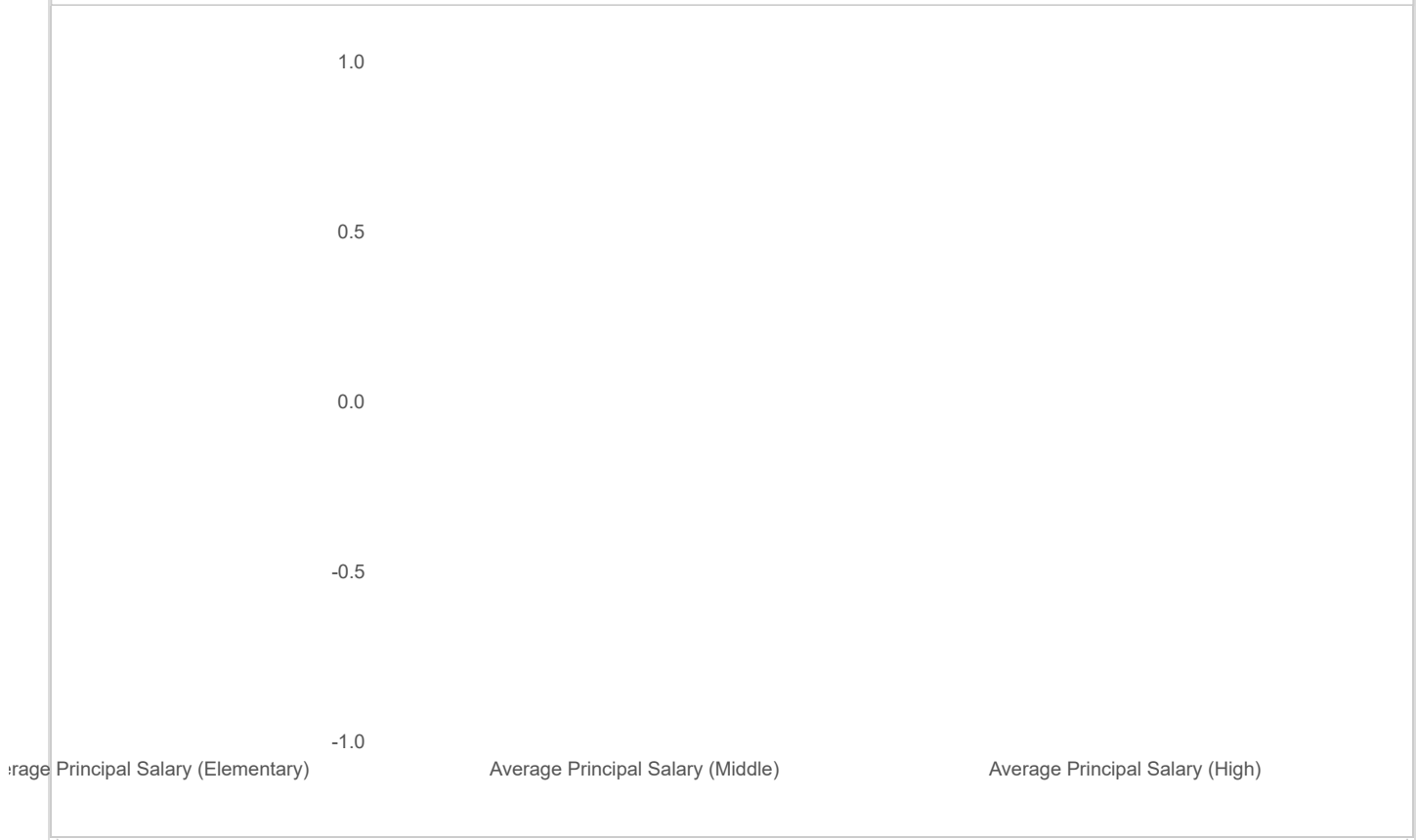
Last updated: 1/7/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 1/7/2021

Professional Development

or the 2019-2020 school year, the Instructional Staff of the Winship-Robbins ESD are participating in Professional Development (PD) through workshops provided the second and fourth Wednesdays of each month. With the monies provided through the MTSS Grant, the Professional Developments promote the use of Universal Lesson Design (UDL) for the access of instruction by all students, and Restorative Practices for the promotion of positive learning environments in all classrooms. In addition, Professional Development also provides on-going instructional support based on the data analysis of the CAASPP results, ELPAC results, MAPs through NWEA results and
Winship-Robbins Elementary School District's district assessment results. After collaborative analysis of the collected data, the instructional staff determined the need for more support in the area of Conceptual Mathematics. To provide the instructional support, the Winship-Robbins Elementary School District's Professional Developments are continuing our focus using John Hattie's "Visible Learning for Mathematics." Through the book read and Professional Developments, the Instructional staff has implemented the use of Content Objectives, Social Objectives and Language Objectives into their daily math lessons, along with the practice of productive struggle and the implementation of tasks to promote problem solving. Throughout the Professional Development process, the Instructional Staff of Winship-Robbins Elementary School District are partners in determining the direction and support needed to provide the most effective instruction to all students of the district. Teachers are encouraged to attend professional development through local county offices.

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	39