

School Accountability Report Card Reported Using Data from the 2018—19 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.

Dawn Carl, Superintendent/Principal

 Principal, Robbins Elementary

About Our School

Dear Winship-Robbins School District Students and Families-

Another year is about to begin! Continuing my pledge from my first year at Robbins, I will continue to grow the success of all students in the Winship-Robbins Elementary School District. Last year was a year of many firsts and with that, much learning occurred, changes were made, improvements both professionally and personally were had by all. I had the opportunity to go to another country and experience a different culture while many of our families visited loved ones in Mexico over the winter break. Our son, completed his military service in the United States Air Force and began acclimating to civilian life once again.

I continue to believe that one of my most important responsibilities is to provide students with qualified credentialed teachers. Therefore, I am pleased to announce that this year we have two highly-qualified credentialed teachers joining the staff at Robbins Elementary School. A big thank you to Ms. Griffith for her years at Robbins School, 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. One of our para educators will be providing art instruction to students as well as will provide after school care to students as we have identified this need for some of our families. Please note that space will be limited and will be on a first come first serve basis. After school care information can be found by contacting the school office.

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. At this point there are still a few openings for the 2019-2020 school year. If you have any questions or would like to enroll your child, please contact the school office.

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 me with any questions you may have. Please be on the lookout for information about our parents and families' Back to School Night. Here's to another successful school year!

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 2019—20)

District Contact Information (School Year 2019—20)	
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 2019—20)	
School Name	Robbins Elementary
Street	17451 Pepper St.
City, State, Zip	Robbins, Ca, 95676-9999
Phone Number	530-738-4386
Principal	Dawn Carl, Superintendent/Principal
Email Address	dawnc@sutter.k12.ca.us
Website	http://winship-robbins.sutter.k12.ca.us
County-District-School (CDS) Code	51714566053433

Last updated: 1/7/2020

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

The Robbins township located in the heart of the Sutter Basin was established in 1926. The Basin, encompassing 75,000 acres and equal to one sixth of the entire county, was in need of a new modern school. A beautiful building was erected and the first 47 students entered its doors in the fall of 1926. One by one the three one-room schoolhouses throughout the Basin were closed, and the students were dispersed to both the Winship and Robbins sites. The tiny Knight's School located just south of the Yolo County line, closed in the late 50's and their students became part of the Grafton District in Knight's Landing.

In 1955, the growing school population made it necessary to erect additional classrooms and a Multi-Purpose room. Then in 1965 Robbins Elementary became part of the Yuba City Unified School District. The small school located within the boundaries of a vast amount of taxable acreage made it a very attractive acquisition for the large school district.

In 1975, the old building, being deemed unsafe for earthquakes, was replaced by the existing structure. The one enduring feature from the earliest days is the Canary Island Palms that grace the playground. Only in Robbins can you play "Palm Tree Baseball"; a game made up by inventive Robbins Students and enjoyed for generations.

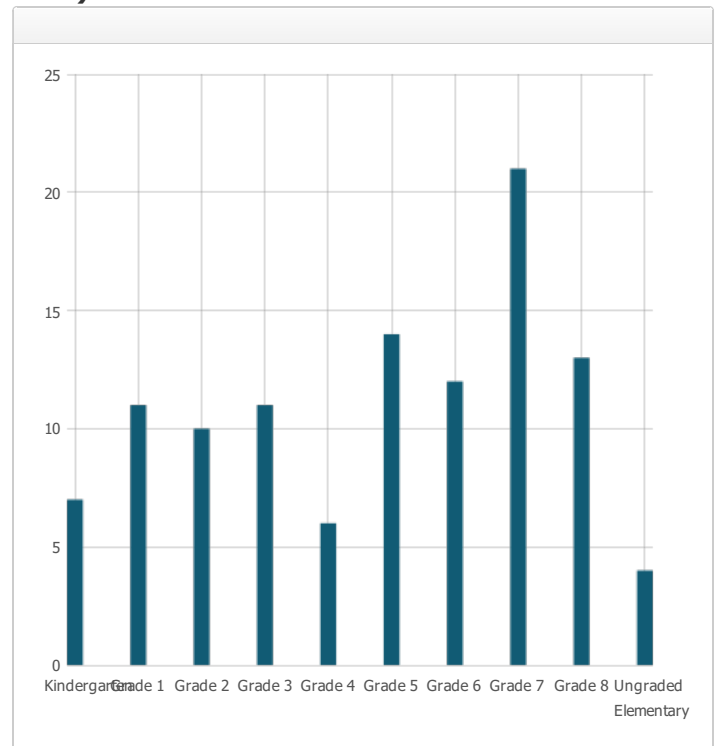
In 2005 Robbins Elementary severed its ties with YCUSD and the new Winship-Robbins Elementary School District was formed. Since that time the enrollment has more than doubled, and once again students from the Knight's Landing area are in attendance at Robbins School. The small town of Robbins has forever been called the Heart of the Sutter Basin, and at its very core is the much-loved Robbins Elementary School. It enjoys the overwhelming support of the community as evidenced by their continuous generosity. In the past 10 years, through the auspices of the Robbins School Foundation, over \$200,000 has been raised for the purpose of enriching the educational opportunities of its students.

Robbins has seen many changes over the past 87 years, but its commitment to all students remains its essence.

Last updated: 1/7/2020

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	11
Grade 2	10
Grade 3	11
Grade 4	6
Grade 5	14
Grade 6	12
Grade 7	21
Grade 8	13
Ungraded Elementary	4
Total Enrollment	109



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	%
Asian	2.00 %
Filipino	%
Hispanic or Latino	95.00 %
Native Hawaiian or Pacific Islander	%
White	22.00 %
Two or More Races	%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.00 %
English Learners	46.00 %
Students with Disabilities	8.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

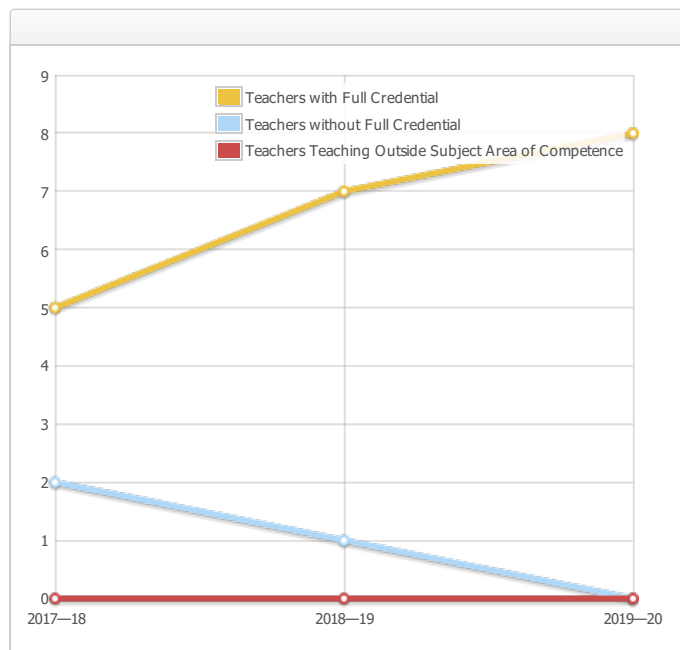
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

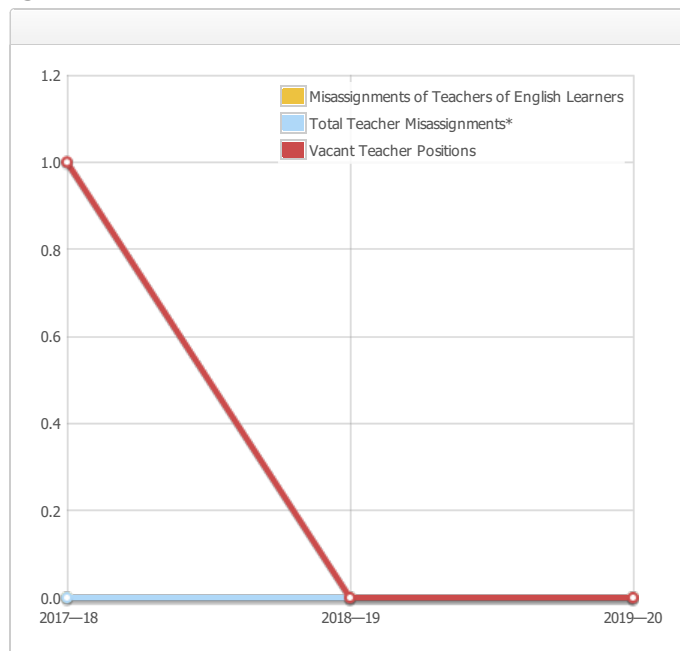
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	5	7	8	8
Without Full Credential	2	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	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: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts- Houghton Mifflin (K-6), Houghton Mifflin/Study Sync (7-8)	Yes	0.00 %
Mathematics	Houghton Mifflin/Harcourt (K-5) Adopted in 2017 Mathematics curriculum for Grades K-5 Engage NY . Grade 6-8 College Preparatory Math (CPM), adopted in 2016.	Yes	0.00 %
Science	Science: Integrated NGSS curriculum maps are provided to offer guidance of the NGSS standards for each grade level. All curriculum maps provide instructional segments, guiding questions, performance expectations, phenomena, and assessments that follow the CA Framework of Integrated NGSS standards.	Yes	0.00 %
History-Social Science	Macmillan/McGraw-Hill (K-5) Adopted in 2007 National Geographic (6-8) Adopted in 2018	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	NA		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: 1/7/2020

School Facility Conditions and Planned Improvements

Robbins School was originally constructed in 1927 and has since been completely modernized. The campus is currently comprised of eight classrooms, 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 and the Sutter County Office of Education 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 Corporation Yard has been constructed, currently there is no electricity in the building. A new Solar Yard was constructed with fencing around both the Solar Yard and Corporation Yard to eliminate student access.

Last updated: 1/7/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	We would like to replace some of the windows in the MP wing as part of our school improvement plan.
Interior: Interior Surfaces	Good	Continue maintenance as needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
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 2019

Overall Rating	Good
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Last updated: 1/7/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	60.0%	54%	60%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	52.0%	43%	52%	38.0%	39.0%

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: 2/5/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82%	1.18%	59.52%
Male	40	39	97.50%	2.50%	58.97%
Female	45	45	100.00%	0.00%	60.00%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	67	66	98.51%	1.49%	54.55%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	75.00%
Two or More Races					
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	50.75%
English Learners	42	41	97.62%	2.38%	51.22%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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: 1/7/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82%	1.18%	52.38%
Male	40	39	97.50%	2.50%	48.72%
Female	45	45	100.00%	0.00%	55.56%
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	67	66	98.51%	1.49%	50.00%
Native Hawaiian or Pacific Islander					
White	16	16	100.00%	0.00%	56.25%
Two or More Races					
Socioeconomically Disadvantaged	68	67	98.53%	1.47%	46.27%
English Learners	42	41	97.62%	2.38%	46.34%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless	--	--	--	--	--

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: 1/7/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/7/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

NA

Last updated: 1/7/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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: 1/7/2020

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

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	35.70%	28.60%	14.30%
7	27.30%	27.30%	18.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/7/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

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 the Pancake Breakfast, the Color Run, 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.

Robbins School has the following activities for parents to become involved in the school:

- * Patriot's Day
- * Red Ribbon Week
- * Pancake Breakfast
- * Winter Program
- * Math and Science Night
- * Read Across America
- * Open House
- * Graduation
- * Picnic Day

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: Pupil Engagement

Last updated: 1/7/2020

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

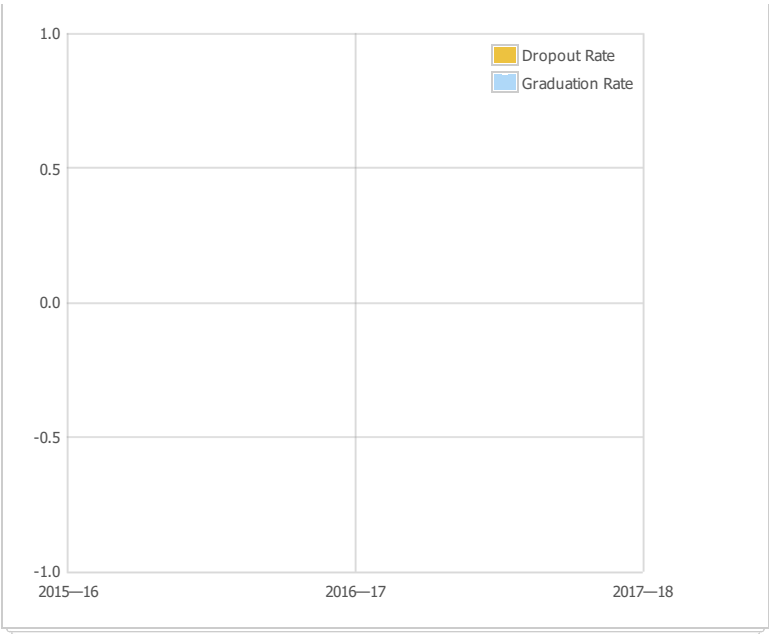
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	6.70%	2.50%	9.10%	9.60%
Graduation Rate	--	--	73.30%	95.00%	82.70%	83.00%

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



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/7/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.30%	1.40%	0.00%	0.20%	0.10%	0.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

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. The School Safety Plan was reviewed and updated on August 28, 2019 with school staff and reviewed and approved on September 17, 2019 by School Site Council. 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 updated 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, disaster drills, and active shooter training are conducted 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.

Last updated: 1/7/2020

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	6.00	2		
1	5.00	2		
2	14.00	1		
3	15.00	1		
4	17.00	1		
5	20.00	1		
6	16.00	1		
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	6.00	2		
1	10.00	1		
2	8.00	2		
3				
4				
5	18.00	1		
6	21.00		1	
Other**	14.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	6.00	2		
1	11.00	1		
2	9.00	1		
3	13.00	1		
4	10.00	1		
5	13.00	1		
6	15.00	1		
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: 1/9/2020

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

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

* 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 2017—18)

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

* 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—19)

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

* 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: 1/9/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/9/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	0.30
Other	

*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: 1/9/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$54643.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$64941.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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

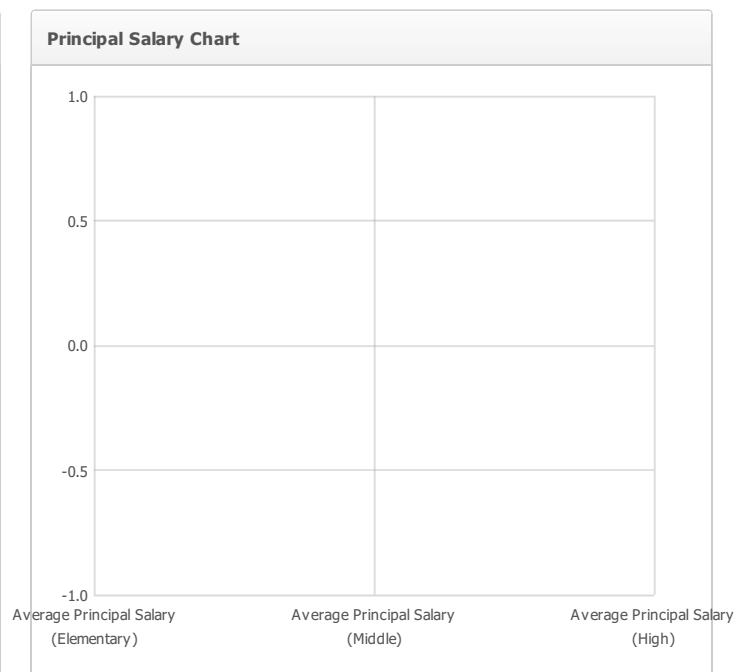
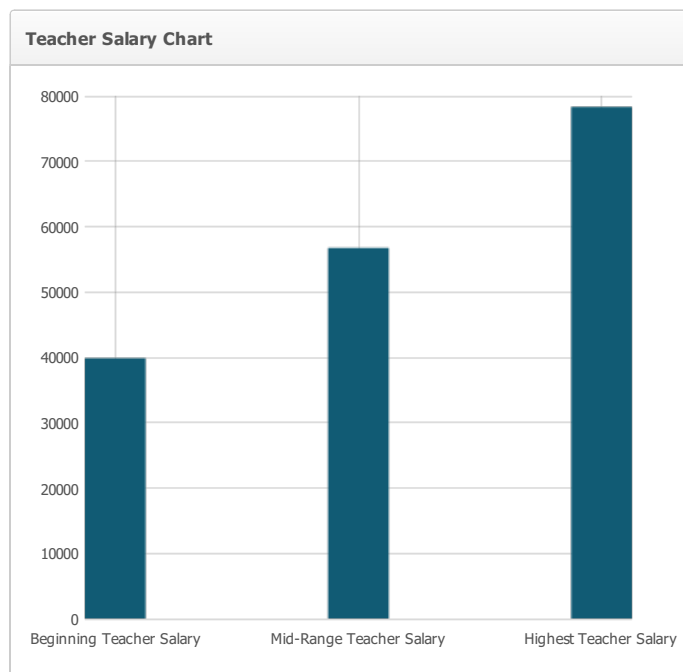
- • LCFF
- • Title I
- • Title II
- Title III
- • Title IV
- • Gifted and Talented Education (GATE) (funds are flexed into General Fund)
- • School Safety and Violence
- • School Library Block Grants (funds are flexed into General Fund)
- • Class Size Reduction
- • MTSS

Last updated: 1/9/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,864	\$45,252
Mid-Range Teacher Salary	\$56,748	\$65,210
Highest Teacher Salary	\$78,341	\$84,472
Average Principal Salary (Elementary)	\$	\$107,614
Average Principal Salary (Middle)	\$	\$112,242
Average Principal Salary (High)	\$	--
Superintendent Salary	\$128,000	\$124,686
Percent of Budget for Teacher Salaries	19.00%	31.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

Last updated: 1/9/2020

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	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement			12