Enrique S. Camarena Elementary

1650 Exploration Falls Drive • Chula Vista • (619) 591-5500 • Grades K-6
Debra McLaren, Ed.D., Principal
debra.mclaren@cvesd.org
www.camarenaelementary.com

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker
Member

Armando Farias
President

Laurie K. Humphrey
Clerk

Eduardo Reyes, Ed.D.
Vice President

Francisco Tamayo
Member

District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Camarena Elementary School is the second newest of 49 schools, including charters, in the Chula Vista Elementary School District. Camarena School opened in July, 2013 and is located in the Winding Walk community of Eastlake. The school facility consists of two 2-story buildings that contain 32 classrooms and three one-story buildings that contain 12 additional classrooms for a total of 44 classrooms. Every classroom contains a flat screen TV and Apple TV for projection from teacher and student digital devices. Classrooms have white board paint across one wall from floor to 8 feet to allow for student brainstorming and exploration of ideas. The Library Media Center is an open space with two flat screen TVs on either side of the space. There is a Green Screen Video Room within the Library Media Center to provide opportunities for broadcast and video production. Additionally, a Maker Space within the Library Media Center has been established this year. We have 10 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist(s), Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

Camarena's current enrollment is 1,060 students.

We are proud of our diverse learning community. Our student ethnicity breakdown is as follows:

African American - 9.2%
Asian - 4.3%
Filipino - 20.3%
Hispanic - 45.4%
Pacific Islander - .2%
Two or More Races - 7%
White - 13.9%

Specific subgroups are as follows:

English Learners - 20.5%
GATE - 9%
Socio-Economically Disadvantaged - 28.4%
Students with Disabilities - 6.6%
Foster Youth - .1%

Mission: To make Camarena the model neighborhood school for learning in the 21st century.

Values

Camarena students and staff will …

1. be models of character demonstrating integrity, perseverance, and leadership as members of a community where they are valued for their individual strengths.
2. be voracious learners, inspired to explore and know the world around them.
3. be clear thinkers through structured social learning, the interplay of ideas, deep reflection, and evidence based opinions.
4. be fully literate (including digital literacy) integrating their knowledge in all academic arenas.
5. be excellent collaborators and communicators who listen critically and empathetically to one another and speak with clarity and effectiveness enhanced by multimedia.
6. explore their passions and interests every day, publish what they are learning, and create products that exemplify their unique talents and skills.
7. embrace technology to facilitate the acquisition of the best knowledge and information, the development of products and presentations, and to make connections with experts and co-learners anytime, anywhere.
8. embrace languages through a Dual Immersion program and foreign language opportunities.

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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	137
Grade 1	146
Grade 2	151
Grade 3	149
Grade 4	140
Grade 5	163
Grade 6	152
Total Enrollment	1,038

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.2
Asian	4.3
Filipino	20.3
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.2
White	13.9
Two or More Races	6.4
Socioeconomically Disadvantaged	28.4
English Learners	20.5
Students with Disabilities	6.6
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Enrique S. Camarena	17-18	18-19	19-20
With Full Credential	44	46	44
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Enrique S. Camarena Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supporting instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers integrate technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: February 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Go Math **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt Brace **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Brace **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)

Camarena Elementary construction was completed in July 2013 in time for our school opening. We have 44 classrooms, a library media center, Multipurpose room, YMCA classroom, and main office.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	300B Boy's RR: Dirty vents; wall faucet is dripping 305-306 Right RR : Toilet needs caulking 400B Boy's RR: Paint peeling top of terrazzo 400B Girl's RR: Paint peeling along terrazzo 400B Work Room: walls scratched…countertop stained and dirty; nicks on walls 401-402 Left RR: Loose toilet seat; floor stains 401-402 Right RR: Loose toilet seat Admin Storage: Bookcases not mounted to wall CR 305: tack board stained CR 310: drinking fountain water pressure low…cove base board loose…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 311: Tack board lifting CR 312: ceiling tile stained; tack board loose CR 314: tack board next to upper windows loose and coming unglued; while board dents CR 315: Stains on rug CR 401: back splash to countertop needs caulking…tack board has paint stains…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 403: Stains on color rug CR 407: Small rug stains CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 409: Loose tack board CR 410: cove base loose; low sink water pressure CR 411: Stains on rug; water fountain pressure low CR 413: Loose tack board trim; stains on rug CR 415: tack board trim coming unglued; white board has some nicks CR 501: ceiling tile stained; paper towel dispenser has fallen off the wall; scratched wall CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 504: ceiling tile stained…back splash to countertop delaminating and needs caulking; dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 602: Stuffy room; warped ceiling tile CR 603: plug in air freshner; dirty vent Kitchen: Air conditioner not working properly; dirty vent Library/Media Center: Spot on rug Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Girl's RR: Stains on bathroom door Media Center Women's RR: Light out; toilet needs caulking Principal: Small hole on wall Resource Rm. 300D: Dirty walls Resource Rm. 400E: file cabinet not secured; wall damage Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…boys RR vent dirty; ceiling tile pushed up Staff RR 400B: Small bookcase is broken Stage: right side and left side hand rail loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400A Girl's RR: Door dirty CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent CR 604: Dirty vent Kitchen: Air conditioner not working properly; dirty vent Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…boys RR vent dirty; ceiling tile pushed up
Electrical: Electrical	Good	CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 502: Dirty vent Custodian/ Electrical: Blocked electrical box General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose…300-400 Bldg: tar seeping on door frame Media Center Women's RR: Light out; toilet needs caulking Stage Storage: Lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	403- 404 Left RR: Stains on floor 403-404 Right RR: Loose toilet seat; floor stains

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 310: drinking fountain water pressure low…cove base board loose…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 313: Sink water pressure low CR 316: Sink water pressure low CR 401: back splash to countertop needs caulking…tack board has paint stains…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 411: Stains on rug; water fountain pressure low CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 416: ceiling tile stained; air freshener plug CR 504: ceiling tile stained…back splash to countertop delaminating and needs caulking; dirty vent Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Women's RR: Light out; toilet needs caulking Rm 201: cove base loose…outlet loose…back splash to countertop needs caulking…tile floor dirty…ceiling tile stained…boys RR vent dirty; ceiling tile pushed up
Safety: Fire Safety, Hazardous Materials	Good	CR 303: unmarked spray bottle on sink countertop CR 403: Stains on color rug CR 502: Dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 603: plug in air freshner; dirty vent
Structural: Structural Damage, Roofs	Good	CR 312: ceiling tile stained; tack board loose General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose…300-400 Bldg: tar seeping on door frame
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400A Staff RR: door does not close all the way CR 306: door does not close properly CR 310: drinking fountain water pressure low…cove base board loose…door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 401: back splash to countertop needs caulking…tack board has paint stains…door holder on wall pulling loose

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		from stucco wall(door wont catch properly to hold open) CR 404: door into work room does not stay proped open Playground: water fountain leaks…also fountain not draining properly Resource Rm. 300C: film on window peeling off
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	77	65	64	50	50
Math	64	70	51	51	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.3	22.3	18.7

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	612	602	98.37	76.74
Male	310	306	98.71	72.88
Female	302	296	98.01	80.74
Black or African American	57	57	100.00	68.42
Asian	21	21	100.00	80.95
Filipino	120	120	100.00	84.17
Hispanic or Latino	292	284	97.26	70.42
White	79	77	97.47	88.31
Two or More Races	41	41	100.00	85.37
Socioeconomically Disadvantaged	200	198	99.00	61.11
English Learners	162	159	98.15	66.67
Students with Disabilities	53	53	100.00	28.30
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	612	603	98.53	69.65
Male	310	307	99.03	70.68
Female	302	296	98.01	68.58
Black or African American	57	57	100.00	49.12
Asian	21	21	100.00	90.48
Filipino	120	120	100.00	85.00
Hispanic or Latino	292	285	97.60	62.46
White	79	77	97.47	76.62
Two or More Races	41	41	100.00	78.05
Socioeconomically Disadvantaged	200	198	99.00	52.02
English Learners	162	160	98.77	58.75
Students with Disabilities	53	53	100.00	22.64
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.

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)
Contact person: Principal Debra McLaren, Ed.D.
eMail: debra.mclaren@cvesd.org
Phone number: (619) 591-5500

Parents and community members have ample opportunities to participate in the education of Camarena students. Parents are encouraged to visit our campus any time during normal school hours by communicating with their child's teacher or the main office to schedule an appointment.

Parents have the opportunity to participate formally in one or more of the following committees that typically meet each month during the school year:

English Learner Advisory Committee (ELAC)
Parent and Teacher Association (PTA)
School Site Council (SSC)

Various other opportunities are often available for parents to support the learning of their child at Camarena including volunteering to support in the classroom, extension activities such as field trips and Safety Patrol, Military Club, and the Maker Space.

In addition to the opportunities listed above, parents are highly encouraged to participate in and learn about their children's school activities through: Meet the Teacher and Curriculum/Back to School nights. Additionally, students are encouraged to give their input regarding their children's educational experience through the annual Hanover survey.

We host many social events through which parents have opportunities to meet their children's friends and their parents. These events included:
• *Mexican Fiesta
• Winter Wonderland
• Family movie night
• Entrepreneur Fair
• Military events

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.

School Safety Plan
Camarena Elementary School is committed to providing a safe environment for students, staff, and visitors. We work closely with safety officials - police, fire, emergency medical services, and public health - in order to ensure our school is well prepared for an emergency. We have developed a comprehensive school safety plan that covers a variety of emergencies that could occur. Staff members receive ongoing training to help ensure the safety of all students. Monthly fire drills and quarterly earthquake drills are held to ensure that all students, staff and visitors are aware of procedures during these emergencies. All visitors check in at the front office and wear a visitor's pass while on site. The School Site Council approved the School Safety Plan on October 14, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	1.5	0.0
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2.0
Other	3.9

*   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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		24		6		23	1	5	
1	23		6		24		6		21	5	2	
2	24		6		23		7		22	1	6	
3	22	1	6		21	2	5		21	2	5	
4	26	2	3		29		5		28		4	
5	30		6		28		6		27		6	
6	29		5		28		6		30		6	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Camarena employs six part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of visual arts, dance, music, and digital photography. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

2017-18 professional development focused on high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

2018-19 professional development focused on guided instruction. Student performance data as well as weekly classroom observations by administration to determine student needs. To further the work, the Instructional Leadership Team agreed and recommended the implementation of Socratic Seminar.

2019-20 professional development focused on collaborative conversations K-2 and collaborative discussions 3-6. Teachers used a variety of strategies to support student opportunities for learning by holding academic conversations. Strategies and Techniques included discussion cards, checklists, and discussion rubrics. Teachers created writing prompts each quarter to check for student understanding of content, vocabulary and writing techniques. Teachers reviewed math data during collaborations each week and identified which students were not averaging 85% or more on the assessment given each quarter. This supported teachers in identifying and re-teaching math concepts, procedures and skills students had not learned with mastery.

Professional development (PD) delivery: PD has been provided via a variety of methods including, but not limited to:
- on site staff meetings;
- reciprocal teacher observation;
- professional texts and readings;
- professional development provided by the district;
- resource teacher modeled and/or coached, as needed through January 2019, when she was promoted to a position at the district office; and,
- feedback and modeling provided by administration

Teacher support during implementation:
- Teachers are encouraged to implement these new instructional strategies and observed through the lens of safe practice.
- Teachers receive instructional feedback via regular walkthroughs or regularly scheduled observations by administration, and are encouraged not only to consider next steps but to share their findings within their grade levels and system-wide.
- Biweekly observation findings are shared during professional development meetings and in grade-level collaboration.
- Quarterly student monitoring, regular observations of student learning and teacher practice are discussed with each teacher where we share strategies and next steps for instructional plans for growth for each child.
- A compilation of student progress is shared regularly with staff for consideration of adjustments in their practice.
- Quarterly instructional conferences are held with teachers to discuss instructional suggestions/strategies and techniques and open up to questions or feedback they may seek.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,161.23	$1,893.80	$6,267.42	$68,822.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-11.7
School Site/ State	-12.8	-16.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Professional Development as a school has focused on High Impact Language Strategies and Collaborative Discussions. Teachers use the research of John Hattie to determine the strategies that yield the greatest gains for students' academic performance. Teachers collaborate once a week to design standards-aligned lessons that incorporate these strategies and student progress is monitored at the end of each quarter.

In classrooms, teachers provide small group, guided instruction and interventions that are implemented for students identified as at risk (SST process). Jumpstart and Extended Day reading and math programs are available after school for at risk students, based on eligibility as determined by the district. English learners receive 30 minutes of designated instruction in English on a daily basis. Though GATE is not a required expenditure, students receive enrichment within the school day and in after school programs. In school GATE instructional strategies and activities include but are not limited to: Literature Circles, Book Clubs, Stretch Articles, and Choice Menus. After school GATE programs may include but are not limited to Robotics.

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.