



Harborside Elementary School

681 Naples Street • Chula Vista, CA 91911 • (619) 422-8369 • Grades K-6

Lisa Forehand, Principal

lisa.forehand@cvesd.org

<http://schools.cvesd.org/schools/harborside/Pages/home.aspx#.XFDadFkKhyw>

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

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

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

Our mission is to ensure that ALL Harborside students receive a rigorous, high quality instruction in a collaborative learning environment where there is an emphasis on academics as well as social/emotional learning. We want to ensure that all students develop the confidence and necessary skills to be independent thinkers, effective communicators, and be socially conscious and contributing global citizens.

Our Vision

We believe that Harborside Elementary School provides a safe and rigorous learning environment where our children are encouraged to be critical thinkers, leaders, collaborators, culturally proficient, and biliterate.

We believe that every adult and every student will act with compassion, treat one another with respect, and model positive behaviors on a daily basis.

We believe that every child is capable of learning and adults and children will actively support the learning efforts of others.

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	104
Grade 1	102
Grade 2	86
Grade 3	94
Grade 4	96
Grade 5	99
Grade 6	87
Total Enrollment	668

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	0.7
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.7
White	3.4
Two or More Races	1.6
Socioeconomically Disadvantaged	90.1
English Learners	65.4
Students with Disabilities	12.6
Foster Youth	0.1
Homeless	4.3

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 Harborside Elementary	17-18	18-19	19-20
With Full Credential	34	30	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

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 Harborside Elementary School

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

* 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 supportive 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 are integrating 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: August 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading, English & Spanish, Adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2014-2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Harborside Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Harborside's custodial staff performs basic cleaning operations daily. The school office was remodeled in the Summer of 2011. In the Fall of 2012, the school library will receive cosmetic and technology updates as a result of the Target Library Grant. The school is scheduled to be modernized during summer break 2018.

Students are supervised before, during, and after school with a rotating schedule of teachers and a rotating schedule of student supervisors. All staff is trained to proactively intervene with crisis situations as they may arise. Harborside School has sufficient playground and classroom space to provide an optimal learning environment for students. A peace patrol student group is trained to help with small conflicts.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	400 Adult RR: Handicap rails stained 400 Boy's RR: 1st sink loose handle, 3rd sink does not work, handicap rails are 400 Girl's RR: loose knob on sink, 1 & 3 handicap rails, 1st stall broked dispenser 510 Speech/AP: Closet has ceiling tiles falling out 610 Office: Water stained ceiling tile N wall, no hanger for fire extinguisher 707 Library: need library sign, ceiling tile has holes, 1 cracked, tack board peeling, 2 stained ceiling tiles. 800 Adult RR: ceiling tile above sink loose 800 Boy's RR: 1 ceiling tile out, 1 damaged sink handle falls off. 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile CR 301: Fire extinguisher not hung CR 303: Handle for founatin falls off, window next to door curtain cover falling off CR 304: sink knob loose, curtain cover falling off CR 401: Ground stuck in electrical socket E wall CR 504: carpet stains CR 701 Computer Lab: stained ceiling tile, storage room CR 702: ceiling tile warped CR 706: ceiling tile missing CR 708 SDC: sink knob loose, 1 stained ceiling tile. CR 801: hole in wall NW next to white board. CR 803: Holes in wall W. side by window, handle falls off sink. CR 806: ceiling tile stain, fire extinguisher loose, faucet handle loose CR 808: door closes too fast, pencil sharpener missing parts. CR 809: diffuser plug in, hole on wall where clock is, hole on ceiling missing cap, blind missing end cap, tight switch face plate missing. CR 810 SDR: ceiling tile stains, door will not close-sticks on frame Custodian back of MP: Attic door missing.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Health: covebase next to restroom K - 201: ceiling stained Lounge RR: missing ceiling tile Multipurpose: ceiling tile stains, SW light switch plate missing screws. Records Rooms: 3 stained ceiling tiles, 4 drawer cabinets not anchored to the wall.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 704: outlet missing cover, stain on ceiling tiles
Electrical: Electrical	Good	CR 704: outlet missing cover, stain on ceiling tiles CR 705: Electrical panel covered. CR 805: water fountain knob loose, electric cover missing under ty Multipurpose: ceiling tile stains, SW light switch plate missing screws.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	200 Girl's RR: 1st sink handle falls off, handicap handrail dirty 400 Boy's RR: 1st sink loose handle, 3rd sink does not work, handicap rails are 400 Girl's RR: loose knob on sink, 1 & 3 handicap rails, 1st stall broked dispenser 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile CR 304: sink knob loose, curtain cover falling off CR 603: restroom towel dispenser loose CR 604: restroom toilet seat loose CR 703: sink low pressure, diffuser plug in, drinking faucet handle falls off. CR 708 SDC: sink knob loose, 1 stained ceiling tile. CR 803: Holes in wall W. side by window, handle falls off sink. CR 804: sink cabinet missing side trim CR 805: water fountain knob loose, electric cover missing under ty CR 806: ceiling tile stain, fire extinguisher loose, faucet handle loose K - 101: Inside drinking fountain low Kinder Girl's RR: Drinking fountain handle falls off, hand rail stained by toilet
Safety: Fire Safety, Hazardous Materials	Good	809 Workroom: Fire extinguisher not hung CR 703: sink low pressure, diffuser plug in, drinking faucet handle falls off. CR 809: diffuser plug in, hole on wall where clock is, hole on ceiling missing cap, blind missing end cap, tight switch face plate missing.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	300 - AP Office/MDF (310): CR 304: sink knob loose, curtain cover falling off

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 808: door closes too fast, pencil sharpener missing parts. K - 204: graffiti on outside S door Lounge: Ants on window sill Main Play Field: S. chain link fence next to play equipment damaged. Cap missing next to marker 501. SE fence post broken out of wall, swamp at bottom of home run pole (yellow).
Overall Rating	Good	Principal spoke with custodial staff. Job orders were placed.

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	39	42	65	64	50	50
Math	26	28	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	17.0	5.3	1.1

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	376	361	96.01	41.55
Male	195	190	97.44	34.21
Female	181	171	94.48	49.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	344	329	95.64	39.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	337	96.01	41.25
English Learners	284	270	95.07	38.89
Students with Disabilities	61	59	96.72	6.78
Foster Youth	--	--	--	--
Homeless	25	25	100.00	0.00

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	376	370	98.40	27.84
Male	195	191	97.95	26.18
Female	181	179	98.90	29.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	344	338	98.26	26.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	345	98.29	27.25
English Learners	284	279	98.24	26.52
Students with Disabilities	61	59	96.72	6.78
Foster Youth	--	--	--	--
Homeless	25	25	100.00	0.00

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 Lisa Forehand & Kim Callado, Associate Principal.

Contact Phone Number: (619) 422-8369

Parent Participation. Research shows a high correlation between parent involvement and effective schools. We encourage our parents to become actively involved in our school. We have regularly scheduled community meetings and Coffee with the Principal meetings to keep parents informed of the school events and to address any questions or concerns to help improve the school. At Harborside, we consider our parents to be active participants in shaping the direction of the school along with the school staff. Many of our parents volunteer in the classrooms, provide morning supervision and our curriculum nights are designed keep parents informed about assessment, curriculum and instruction. We have an active Parent Room where parents can take classes, help teachers, volunteer, and have a welcoming environment when they are on campus. Parents are provided with educational resources and strategies to strengthen the home and school connection. Additionally, we work with and collaborate with the Promise Neighborhood partnership to work with a Parent Liaison (Promotora) who promotes parent involvement, volunteerism, and works to support all our parent connections and community structures.

Parent involvement is highly encouraged at Harborside and workshops are offered throughout the year to support parents with the necessary skills needed to help their child at home.

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

Harborside Elementary is appropriately staffed with professional individuals who believe in the achievement of all students. We have a Principal, an Associate Principal, and 34 certificated classroom teachers on the campus, including five special education. In addition, Harborside has certificated and classified support personnel who work in various roles to support student learning: psychologist, occupational therapist, two speech and language pathologists, modified physical education teacher, behavior specialist instructional assistant, and a Promotora.

The staff at Harborside has a variety of expertise related to school safety and maintaining a safe environment for students. The staff attends a variety of professional development workshops and trainings each year. Our staff has access to the following professional development trainings:

- Site Emergency Procedures Plan
- Emergency Procedures
- CPR and First Aid
- Non-Violent Crisis Prevention (CPI)
- Dealing with Difficult Behaviors
- Adolescent Growth Education (Grades 4, 5, and 6)
- Positive Behavior Intervention Support (PBIS)
- Restorative Practices
- Interactions for Peace (Social-Emotional Learning program)
- District MTSS
- Professional development for our school focus in literacy.

Social Emotional Learning and School Climate

Harborside is dedicated to create a positive environment for students to reach their maximum potential. Harborside has created a Positive Behavior Interventions and Support committee (PBIS). The committee is working on creating a consistent practice in dealing with discipline in a positive and restorative manner. The committee will be working on creating the supports and interventions for the three tier system. The committee has created four core values with the acronym of ROAR. Students are expected to use respect, ownership, acceptance and responsibility when present in all the different settings in our school campus. A behavior flowchart has been established to address the different stages of discipline. All staff members have received the Sanford Harmony team building kit to implement in the classroom. Teachers will be instructing one Harmony lesson per week and conducting community circles daily. As part of the ongoing professional development, quarterly training for PBIS have been calendared. The committee created ROAR tickets as part of the incentives to motivate them to follow core values.

Safety

Safety is a key value at Harborside Elementary. All potential district employees are screened and fingerprinted to help ensure a safe learning environment for all students. An emergency card is on file for each child in the health office, and teachers also have emergency information cards in the classroom. Parents are asked to notify the school and classroom teacher when their contact information changes. The entry and exit of volunteers and visitors is closely monitored through registration and tracking by the Raptor Visitor Management System. There is adequate supervision during all recesses. Children and playground supervisors are instructed on the proper use of equipment at the start of each school year and as needed throughout the school year. The School Safety Plan was approved on October 16, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	3.3	3.4
Expulsions Rate	0.0	0.0	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	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	1.0
Other	3.5

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	3	4		22	2	4		21	1	4	
1	18	4	1		17	5			25		4	
2	21	2	2		21	2	2		20	2	2	
3	22		5		21	2	3		19	4		
4	29		3		30		3		23	2	3	
5	27		4		28		3		24	1	3	
6	24	1	2		24	1	4		23	1	3	
Other**	14	1			14	1						

*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 development activities are planned, carried out, and evaluated for the purpose of improving the knowledge and skills of all our staff members based upon a careful analysis of student data. Examples of student data analyzed include: Language Arts and Mathematics data, Benchmark Assessments, Writing Performance Tasks, Local Measures (Reading, Writing and Mathematics), and ELPAC data. Activities take into consideration the effect of staff development on the instructional program for all students. Based upon the analysis of student data, the following professional development activities were focused on:

The 3-6 professional focus is Guided Reading and is being given by the Fisher/Frey team of 4 literacy experts. Close Reading PD is given to the K-2 teachers by Mrs. Forehand. We have moved to one common reading assessment, Fountas and Pinnell, and are learning how to give and analyze running records. We are looking at reading behaviors of students and next steps.

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/.

Types of Services Funded

Most expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Instructional support services (nurse, school principals and clerical staff, psychologist, curriculum support, and instructional media) along with building/grounds maintenance, utilities, and pupil transportation, account for more than 26 percent of the total expenses. Other costs include retiree benefits, interest expenses for short-term borrowing, and a portion of retirement costs for non-certificated employees.

We have a PBIS committee that is committed to building peace and positivity with students. We have implemented Sanford Harmony and have put funds in place to roll out a successful program and for professional development. We have an Instructional Assistant Behavioral Specialist and extra Psychologist time funded to help support students' behavioral and emotional needs.

We also have funded literacy consultants to coach our 3-6 team in teaching reading.

After-school and before-school programs have been implemented at the site to focus on students who are not performing at grade level as determined by the CAASPP, ELPAC, and Local Measures assessment data. Students are assessed in reading using Fountas and Pinnell in grades K-6 in English and Spanish (DI). Achieve 3000 and Imagine Learning English, SIPPS are major components of our after-school support program. Newcomers receive support through designated ELD and Imagine Learning.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,086.01	\$2,941.34	\$7,144.67	\$66,808.00
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	-7.7
School Site/ State	8.3	-15.9

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.