Heritage Elementary School

1450 Santa Lucia Road • Chula Vista, CA 91913 • (619) 421-7080 • Grades K-6
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http://schools.cvesd.org/schools/heritage/Pages/default.aspx#

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

Chula Vista Elementary School District
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Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
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School Description

Heritage School is a 70,000 square foot campus located along Santa Lucia Road in the Otay Ranch development of Chula Vista. It opened on July 10, 2001, and is currently home to 800 students. Heritage School represents a new prototype that reflects Chula Vista Elementary School District's progressive perspectives on educational facilities for the information age. The school's unique ''village-like atmosphere'' is the result of a planning process that included input from the community, educators, administrators, and maintenance personnel. The design includes expanded classroom square footage and auxiliary planning space due to the impact of class size reduction. The Heritage campus includes eight single-story structures, including an administration building, a multi-purpose building, a library, and seven classroom buildings. The village atmosphere of the campus fits beautifully with the surrounding residential neighborhoods. Heritage School is the school district's 38th school.

~School Mission~

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging and nurturing educational experience while promoting the importance of learning for all children. The District adopted Shared Vision and Values statements affirm the District pride in developing each child's full potential and promoting student achievement.

The District's Shared Vision and Values further states that all members of the school community assume responsibility for the success of our students.

~Heritage Common Core Philosophy~

Heritage's mission is that students are progressing towards being contributors in a global society. We celebrate diversity, values, and multilingualism. We are committed to excellence in promoting diverse, engaging first instruction and meaningful learning with the "whole-child" in mind. Our students are self-empowered individuals who persevere to solve problems while being resourceful, innovative, and socially conscious thinkers for their immediate future and beyond.

~Heritage Dual Language Immersion~

The mission of Heritage's DLI program is to develop biliterate and bilingual critical thinkers. Students acquire high levels of critical thinking in English and Spanish
language proficiencies while meeting academic common core state standards in both languages. Students develop social consciousness, global responsibility, and appreciation of their cultures in our society.

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	139
Grade 1	99
Grade 2	95
Grade 3	97
Grade 4	95
Grade 5	134
Grade 6	122
Total Enrollment	781

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.5
Asian	5
Filipino	16
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.6
White	13.1
Two or More Races	7.8
Socioeconomically Disadvantaged	25.4
English Learners	20
Students with Disabilities	7.6
Foster Youth	0.4

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 Heritage Elementary	17-18	18-19	19-20
With Full Credential	37	35	35
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 Heritage 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 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe K-6, English and Spanish Adopted in 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Go Math Mathematics K-6, English and Spanish. Adopted in 2015. **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 Heritage 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. Three custodial staff perform basic cleaning operations daily. Administration meets regularly with the head custodian to review the custodial evaluation of our facilities that is provided by the district. A fence around the school provides added safety to all students and adults at school. The school's physical environment is kept clean and safe for teaching and learning.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/3/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	400 Boys RR: Stains on floor. 408 CR: Hand dryer on bathroom can be heard in classroom, sink loose handle, 2 lights out. 410 CR: Sink low pressure, lysol under sink, stains on rug. 501 CR: fountain handle comes off, stains on rug and can see the seems. 503 CR: Stains on floor tile, sink handle leaks, door doesn't shut properly. 509 CR: sink needs caulking, formica on door peeling off, stains on carpet. 606 CR: Computer drawer falls off, stains on carpet, sink handle too much water pressure. 608 CR: pencil sharpener cover missing, 2 lights out, door doesn't stay open. 800 Work Room: Stains on tile ceiling. 805 CR: carpet spots, computer slider loose. Stain on carpet. 807 CR: Sink - drinking fountain loose, 1 light out. Admin Custodian: Roof acces blocked. Admin Work Room. Mini fridge: Cabinet handle broken Kitchen: Fridge milk cart 2 broken wheels, door doesn't close poperly Library : Stains on rug. Resource Room 406/407: sink handle gets stuck, stains on rug.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	404/403 Boys RR: some stains on floor. 602 CR: carpet spots, 1 light out 603 CR: spots on carpet, door doesn't stay open, the monitor low volume. 604

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR: carpet spots; fountain handle comes off 701 CR: carpet stained 804 CR: carpet spots 805 CR: carpet spots, computer slider loose. Stain on carpet. AP Office: 4 lights out, 2 lights pannel out by request of AP, spider web on windows. Lounge (Soda Machine, 2 Micros, Full Regrig.): carpet spotted; 1 lamp out; lysol under sink Principal's Office: 2 lights out, spiderwebs in window
Electrical: Electrical	Fair	504 CR: fountain high, low pressure fountain, sharpner missing cover, 2 lights out. 505 CR: 2 lights out air freshner plug. 601 CR: 2 lights out. 602 CR: carpet spots, 1 light out 603 CR: spots on carpet, door doesn't stay open, the monitor low volume. 605 CR: Light cover loose. 606 CR: Computer drawer falls off, stains on carpet, sink handle too much water pressure. 608 CR: pencil sharpener cover missing, 2 lights out, door doesn't stay open. 800 Women's RR: 1 light out. 801 CR: 1 lamp out 806 CR: 6 lights out. 807 CR: Sink - drinking fountain loose, 1 light out. 808 Curriculum Room-5th grade: 1 light out. 808 CR: 1 light out, small stains on carpet. Admin Women's RR: 1 light out, 1 toilet seat loose. AP Office: 4 lights out, 2 lights pannel out by request of AP, spider web on windows. Playground Boys RR: 1 light out, mirror stain. Principal's Office: 2 lights out, spiderwebs in window Stage: 2 lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	403 CR: fountain low and handle comes off

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		409 CR: Sink low pressure 410 CR: Sink low pressure, lysol under sink, stains on rug. 501 CR: fountain handle comes off, stains on rug and can see the seems. 504 CR: fountain high, low pressure fountain, sharpner missing cover, 2 lights out. 507 CR: Sink to much pressure. 509 CR: sink needs caulking, formica on door peeling off, stains on carpet. 604 CR: carpet spots; fountain handle comes off 701 CR: carpet stained 702 CR: Lyson under sink, door rubber ripped Admin Boys RR: Front door dirty inside Admin Girls RR: Front door dirty inside Nurse's Office: Sink counter top wall out.
Safety: Fire Safety, Hazardous Materials	Good	402 CR: Lysol undersink. 410 CR: Sink low pressure, lysol under sink, stains on rug. 505 CR: 2 lights out air freshner plug. 803 CR: Fire extinguisher blocked Lounge (Soda Machine, 2 Micros, Full Regrig.): carpet spotted; 1 lamp out; lysol under sink
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400 Electrical : door hits at the top 503 CR: Stains on floor tile, sink handle leaks, door doesn't shut properly. Kinder Playground: Black top cracks.
Overall Rating	**Good**	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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	84	83	65	64	50	50
Math	69	67	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	14.6	35.0	27.0

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	470	458	97.45	83.41
Male	237	232	97.89	80.60
Female	233	226	97.00	86.28
Black or African American	36	34	94.44	76.47
Asian	18	17	94.44	88.24
Filipino	73	73	100.00	90.41
Hispanic or Latino	251	244	97.21	79.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	89.09
Two or More Races	33	32	96.97	90.63
Socioeconomically Disadvantaged	150	145	96.67	71.03
English Learners	110	103	93.64	77.67
Students with Disabilities	43	40	93.02	47.50
Foster Youth	--	--	--	--

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.

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.

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	470	463	98.51	66.95
Male	237	234	98.73	68.38
Female	233	229	98.28	65.50
Black or African American	36	34	94.44	35.29
Asian	18	17	94.44	82.35
Filipino	73	73	100.00	82.19
Hispanic or Latino	251	249	99.20	64.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	70.91
Two or More Races	33	32	96.97	68.75
Socioeconomically Disadvantaged	150	148	98.67	50.00
English Learners	110	108	98.18	57.41
Students with Disabilities	43	40	93.02	35.00
Foster Youth	--	--	--	--

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 Ruth Diaz de Leon
Contact Phone Number: (619) 421-7080

The parents at Heritage School truly enhance our educational program. The Parent Teacher Organization (PTO) sponsors many projects for the benefit and enjoyment of our children. Many parents and members of the community volunteer in the classrooms and assist with special events. The community feels welcomed at Heritage School and they actively support our school. They recognize the importance of parent engagement as vital to their child's success.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and as classroom volunteers throughout the year. Quarterly Coffee Chats with the principal help maintain ongoing communication and build a strong home-school partnership. A parent volunteer committee supports teachers and students in the classroom. Parents and students are supported through parent trainings and differentiated instruction within the classroom.

All cultures and languages are affirmed and respected at Heritage Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Teamwork is the key to our school's success. All stakeholders, students, parents, and staff work together to enrich learning opportunities for our students and to make Heritage School a place of educational excellence.

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
The safety of students and adults is a priority. Heritage School performs frequent bus evacuation drills, disaster preparedness drills, fire drills, and lockdown drills to practice safety procedures. We also offer training for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, and weekly character education lessons. Our monthly Pride Assembly centers on creating and maintaining a safe and positive learning community. We offer positive reinforcement for behavior through our Heritage Heroes program and Caught You Being Good Slips. Our School Resource Officer (SRO) and school psychologist support Heritage in ensuring that students are safe physically, socially, and emotionally. Heritage School implements the Project Wisdom program. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office using the Raptor System and wear a badge while on campus. Our school's Safety Patrol and parent volunteers assist our school in enforcing traffic and pedestrian safety. Our school's Peace Patrol helps students learn how to resolve issues on the playground. We are proud and confident that students and adults feel safe at school. The School Site Council approved the School Safety Plan on September 19, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.3	0.0
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	.6
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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	20	4	1		24		6		23	2	4	
1	17	1	4		18	5			23		4	
2	22	1	4		16	4	1		20	4	1	
3	22	1	5		23		5		16	4	2	
4	27		4		22	1	5		24		4	
5	28		5		27		4		27		5	
6	28		5		27		5		31		4	
Other**	16	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			

Each year, targeted professional development is offered to teachers and support staff on Fridays, during teacher collaboration, and at district trainings. These planned learning sessions are based on the school's School Plan for Student Achievement goals and objectives.

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, Heritage employs five part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of visual arts, music, and physical education. 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.

Our 2017-18 professional development is focused on 3 Reads Protocol and Guided Language Acquisition Development (GLAD).

Our 2018-19 professional development focused on learning intentions, success criteria, high impact language development strategies, and Sanford Harmony.

Our 2019-2020 professional development focused on conditions of the problem, high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

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.

Other professional development activities include:

- Collaborative Conversations
- Critical Thinking & Reasoning
- Teacher Clarity Handbook
- Sanford Harmony
- Professional Learning Communities
- Guiding Principles of Dual Language Education
- Achieve3000/Kidbiz3000/Smarty Ants Training
- MTSS

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	$9,210.48	$2,026.75	$7,183.73	$77,099.00
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	-0.4
School Site/ State	-46.6	-4.8

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

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through SSC, PTO, ELAC, and staff.

Programs and services available to support instruction include the following:

- Achieve3000
- Imagine Learning
- RazzKids (K-2)
- Smarty Ants (K-1)
- NextGen Math
- Levered (4th grade)
- GATE after school enrichment program
- Extended Day Program
- English Learner Instructional Assistant
- Library clerk
- Student Monitoring
- Teacher Collaboration (PACE)
- Instructional Leadership Team
- Leveled books (English and Spanish)
- School Psychologist
- District Funded Resource Teacher