



# Thurgood Marshall Elementary School (TMES)

2295 MacKenzie Creek Rd • Chula Vista, CA 91914 • (619) 656-6252 • Grades K-6

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<http://schools.cvesd.org/schools/marshall/Pages/default.aspx>

## 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](http://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

Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth-grade students. The Chula Vista Elementary School District, with 49 schools including charters is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students.

Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall.

TMES is a caring, safe community that focuses on the academic and social/emotional development of all students.

#### **Vision Statement**

Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

#### **Mission Statement**

Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

## 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	125
Grade 1	82
Grade 2	80
Grade 3	89
Grade 4	80
Grade 5	82
Grade 6	107
<b>Total Enrollment</b>	<b>645</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.3
Asian	7
Filipino	13.5
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0.6
White	23.7
Two or More Races	4
Socioeconomically Disadvantaged	19.5
English Learners	19.2
Students with Disabilities	13.6
Foster Youth	0.5

## 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 Thurgood Marshall	17-18	18-19	19-20
With Full Credential	29	30	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	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 Thurgood Marshall Elementary School (TMES)

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

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

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

### 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 Benchmark 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 English. An inventory of books is warehoused centrally for growth needs at the schools.

"Benchmark Advance is rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. They provide the resources you need to meet the key instructional shifts in tandem with California's ELA/ELD instructional framework, ensuring you can meet its five themes:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development"

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: July 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	GoMath Mathematics K-6, English and Spanish. Adopted in 2015.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Currently, classroom space at Thurgood Marshall Elementary School supports 735 students. Currently, we have 660 students. An addition, students were overflowed during the school year as a result of limited space at certain grade levels. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Marshall custodial staff performs basic cleaning operations daily to ensure a high level of cleanliness for the students.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/1/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Multi-Purpose Womens RR: (8) loose toilet seat
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	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	76	73	65	64	50	50
Math	62	62	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	22.8	29.1	25.3

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	341	335	98.24	73.13
Male	172	169	98.26	67.46
Female	169	166	98.22	78.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	21	95.45	71.43
Filipino	45	44	97.78	86.36
Hispanic or Latino	162	158	97.53	63.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	84	100.00	82.14
Two or More Races	13	13	100.00	84.62
Socioeconomically Disadvantaged	79	77	97.47	51.95
English Learners	80	75	93.75	52.00
Students with Disabilities	41	40	97.56	45.00

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	341	340	99.71	62.06
Male	172	171	99.42	61.40
Female	169	169	100.00	62.72
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.00	63.64
Filipino	45	45	100.00	77.78
Hispanic or Latino	162	161	99.38	50.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	84	100.00	72.62
Two or More Races	13	13	100.00	76.92
Socioeconomically Disadvantaged	79	78	98.73	38.46
English Learners	80	80	100.00	43.75
Students with Disabilities	41	40	97.56	45.00

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 Phone Number: (619) 656-6252

Thurgood Marshall staff members believe parent input is critically important to the success of our school and, therefore, embrace a student-based decision-making model. Through the school website (<http://www.cvesd.org/marshall>), principal messages, classroom communications, announcements on the school marquee, school messenger, and the monthly calendar, parents are encouraged to attend committee meetings.

These committees include: Parent Teacher Club (PTC), School Site Council (SSC), and English Language Acquisition Committee (ELAC). Parents are encouraged to attend educational workshops and parent/teacher/student conferences.

TMES employs a student based (consensus) decision making model that involves all staff and community members to determine goals and budget expenditures. Curriculum and program decisions result from analyzing current research, disaggregated data, and state content standards. When appropriate, students are also encouraged to participate in discussions relevant to issues affecting their overall educational program. Staff work to increase parent involvement by increasing communication via School Messenger, Class Dojo, Remind App, E-mail communication, Website, Flyers, PeachJar, Mustang Daily Rally, District Trainings, Parent Academy, and Curriculum Night.

Parent outreach programs and activities include: Welcome Back Student Schedule Pick-up, PTC Events, Monthly site Communication, Flyers, Peach Jar, Curriculum Night, Coffee with the Principal, Dinner with the Principal. Grades 3rd thru 6th hold end of unit social studies days, Kumeeyay Day, Gold Rush Day, Colonial Day, and Egyptian Day. In addition, VAPA Demonstration Days, Career Day, Red Ribbon Week, Random Acts of Kindness Week, Read Across America, and Bullying Prevention Week.

**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**

Student safety is promoted daily at TMES during our Mustang Rally. Our school-wide expectations are to Be Safe, Be Respectful, and Be Responsible. During the year, TMES goes through periodic emergency drills earthquake/disaster, fire, lock-down, secure campus, shelter in place, and bus evacuation drills. Within the Student/Parent Handbook, Adequate playground supervision is maintained at all times. Students are educated on the dangers of drug and alcohol abuse during Red Ribbon Week, peer pressure, and the importance of making positive life choices through Sanford Harmony, Second Step, Be a Buddy, and Schoolwide Mustang Expectations Assemblies. Additionally, our School Safety Patrol helps ensure the physical and emotional security of our students as they walk to and from school each day.

The SSC Agenda was posted publicly on Friday, September 13, 2019. The TMES Staff Reviewed the plan on October 7, 2019. On October 11th, the principal encouraged the participants of the Coffee with the Principal to review the plan after approved by SSC. The PBIS team reviewed the plan for input to the SSC and Staff. October 15, 2019. The plan was posted on the SSC agenda and reviewed and approved at the October 30th meeting.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.6	0.9
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	.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	4.0

\* 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.



### 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	21	2	4		21	2	4		24		5	
1	20	3			26		3		23		3	
2	21		4		16	1	3		18	2	3	
3	24		3		22		4		17	3	2	
4	25	1	3		31		2		26		3	
5	30		3		24	1	3		30		2	
6	31		4		26	1	4		26	1	4	
Other**	10	2			11	1			8	2		

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

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

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	16	18

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other support staff. Activities reflect the school's goals and objectives and are part of our School Plan for Student Achievement.

This year at TMES, our learning focus is to work towards increasing academic achievement and develop social and emotional learning to inspire collaborative conversations & corporative learning for students' and staff. We are utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) model to guide our work. This is our second year as a Sanford Harmony Demonstration School. All of our teachers are using the Sanford Harmony curriculum daily within the classroom and during our school-wide buddies. Also, we have partnered with I heart Chula Vista to have a Trauma Therapist Wanda Brothers train our staff and community on Attachment, Anxiety, Mental Health, Stress, and Coping Strategies.

We believe that this shift will help yield positive results for our students to develop their ability to solve problems and communicate their thinking in all areas of life, including math. As a community, we are building all areas of the brain so we can inspire students to take ownership of their learning. Specifically, we have three professional learning cycles. First quarter focused on the meetup. The second quarter was the buddy up. Third quarter we tapped into our students' ability to collaborated and talk with their peers ad they build their problem-solving skills. Teachers received training on the math block, three reads protocol, and math data review. Within all three cycles, teachers had professional readings. Our site ILT team paved the way for teacher learning and creating an environment for staff to thrive.

The primary focus during the 2017/2018 was to develop the growth mindset of staff and students through goals and the success criteria. Professional development was held to support teachers. Students also received lessons on growth mindset. A professional development cycle was created to support the implementation of success criteria in the area of problem-solving. Professional developments were held during the teacher contract hour. ILT meetings attended cohort sessions to support building the capacity of the ILT members. During the cycle, teachers read professional readings, visited peer classes and discuss student performance. In additional teachers received support from the principal and Resource teacher during admin designated collaboration time. Furthermore, there was a site-wide interest and investment into Sanford Harmony Social Emotional curriculum. Teachers received professional development from National University Harmony training team on how to successfully implement Harmony within the classroom. This was also done with the use of visible learning strategies such as Metacognition Strategies, Learner Goals, Learning Intentions, Reflection and Evaluation. Training last year included, but was not limited to: See..Think..Wonder, ELPAC, Data Review, Technology, Illuminate, NGSS, GATE, Metacognitive Strategies, Benchmark Education, Problem Solving in Math, Achieve 3000, Smarty Ants, Harmony, Safety training, Social and Emotional Learning, RTI, Cash Handling, and more. In addition, TMES supports the CVESD them on impacting the human spirit through relationships.

During the 2016-17 school-year, Thurgood Marshall's main focus area for the is reading and writing. During the 2015-16 school-year, it was reading comprehension. Professional development this year included: ELD, Imagine Learning, Team Building, Technology Programs, GATE, NGSS, Occupational Therapy, Speech-Language Pathology, Safety, Math, ELA, GLAD, Report Card, Close Reading, Development, Writing, Social-Emotional, Supporting the needs of students. During the 2015-16 school year, professional development included Wilda Storm Close Reading and Vocabulary Development, Go Math, SIPPS, and Achieve3000. In the 14-15 year, we received professional development on Lucy Calkins Units of Study, Socratic Seminar, vocabulary development and Achieve3000. In the 2013-14 school year, we supported teachers with 8 Mathematical Practices training, Common Core State Standards and Achieve3000 professional development.

Other staff development areas include, but is not limited to, the support an individual teacher needs: Differentiated Instruction, Technology as a Teaching/Learning Tool, Developmental Spelling, ELD Standards, Effective Reading and Writing Strategies, OARS - On-line Assessment Reporting System assessment, Intervention strategies, and Guided Language Acquisition Development (GLAD), and Common Core Standards. Professional development for teachers is provided during teacher professional development meetings on modified school days, through after-school workshops. This professional development is provided by the principal, district Resource Teacher, and an Instructional Leadership Team. New teachers receive additional training and support through the Beginning Teacher Support Assistance program (BTSA). During the 2016-17 school year, we had one teacher receiving this support. All Marshall teachers have completed training for CLAD certification. Additionally, two teachers have received National Board Certification.

#### 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/](http://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	\$10,854.83	\$3,928.91	\$6,925.92	\$75,366.00
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	4.3
School Site/ State	5.2	-3.9

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.

#### Types of Services Funded

Consolidated funds are allocated for expanding the hours of our library clerk and English Language Instructional Assistant, staff professional development, substitutes for grade-level planning/equity, GATE, NGSS, and instructional supplies. School-wide schedules are flexibly designed to provide extra support to individual grade levels as determined by data analysis. We have site SST's to support the needs of students. The Resource Specialist Teacher, Resource Specialist Instructional Assistant, Limited English Proficient Instructional Assistant, and Special Day Class Teachers and Instructional Assistants (Support Staff), collaborate with general education teachers to provide intervention services.

#### 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.