



Otay Elementary School

1651 Albany Avenue • Chula Vista, CA 91911 • (619) 425-4311 • Grades K-6

Veronica Delgado, Principal
veronica.delgado@cvesd.org

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

Laurie K. Humphrey

Armando Farias

Leslie Ray Bunker

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

Otay School is one of 49 elementary schools in the Chula Vista Elementary School District, including charters. Otay Elementary was built in 1975 as "loft" design with all classes under one roof. Our school focuses on Social and Emotional Learning as the foundation for academic instruction. The instructional focus is on building literacy across content areas, fostering a love of reading, and supporting our English Learners with high impact language strategies. Otay teachers collaborate weekly while students attend specialty classes. Every week, all students receive 2 hours of Art, Music and PE/Dance instruction. To further support students' emotional needs we have a counselor who meets with students and supports teachers in their classrooms.

School Mission:

The Otay School community is committed to providing a safe, nurturing environment that creates high achieving, innovative thinkers who realize their potential and become self-confident, life-long learners. Students are viewed as the core of the community. The Otay School community provides opportunities for all students and their families to take responsibility for learning and an active role in their education. We are devoted to the success of all.

School Vision:

An education at Otay Elementary builds students' character and empowers them to make a positive contribution to 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 | 84 |
| Grade 1 | 90 |
| Grade 2 | 74 |
| Grade 3 | 85 |
| Grade 4 | 78 |
| Grade 5 | 91 |
| Grade 6 | 74 |
| Total Enrollment | 576 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 3.1 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.5 |
| Filipino | 2.6 |
| Hispanic or Latino | 87.2 |
| White | 4.7 |
| Two or More Races | 1.6 |
| Socioeconomically Disadvantaged | 87 |
| English Learners | 57.1 |
| Students with Disabilities | 10.6 |
| Foster Youth | 0.5 |
| Homeless | 0.3 |

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 Otay Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 27 | 25 | 26 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | n/a | n/a | n/a |

| 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 Otay Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 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 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 Advanced English Language Arts Adopted in 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Go Math Adopted 20-15-16 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)

During the summer of 2008, 3 new classrooms were added to accommodate upper-grade class size reduction for the 2008-09 school year. Classroom space at Otay 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. Two custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/30/2019

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | 300 PTA storage: Shelves need anchors CR 306: Projector screen won't stay down. CR 402: knob on faucet comes off, stained ceiling tiles CR 403: Ink stains on carpet, fountain knob comes off, west wall power strip exposed wires CR 406: sliding white board doesn't slide CR 501: Drinking fountain cap comes off, ceiling tile stain over sink. CR 504: Cracked ceiling tile CR 601: damaged ceiling tiles CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark CR 702: ink spots, cabinet door laminate coming off sink. - fire, extinguisher needs to be re-anchored CR 703: Sink cabinet door laminate coming apart, ceiling tile stained. CR302: Projector screen won't stay down. Ext North Storage: Shelves need anchors Ext South Boys: outside under restroom sign - chaulking needed, slight panel out, privacy dividers stain, paint chipping off ceiling Kinder 204: Ceiling tile stain Work room: Ceiling tile stain over mail boxes |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | 300 Custodian: Dirty floor 400 custodian: Dirty 400 Girls RR: ceiling dirty around access panel, wall missing rubber bump stop CR 305: carpet - ceiling tile stains CR 502: carpet spots, drinking fountain stays too long, power strip on west wall / phone jack outlet coming apart. CR 701: ink stain spots, sink cabinet door laminate coming apart - cabinet doors fall off track CR 703: Sink cabinet door laminate coming apart, ceiling tile stained. CR602: 1 stained ceiling tile Ext North Boys: outside around door - chaulking needed - urinal pipe on wall missing cover Kinder 201: carpet spots, back door shuts hard. Kinder 202: stain on ceiling MPR Girls RR: Vent dirty |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|--|
| Electrical: Electrical | Fair | Admin reception: 1 light out CR 304: west wall power strip missing panel CR 403: Ink stains on carpet, fountain knob comes off, west wall power strip exposed wires CR 502: carpet spots, drinking fountain stays too long, power strip on west wall / phone jack outlet coming apart. CR 504: Cracked ceiling tile CR303: SW - wall power strip outlet fallen out - Back door closing mech cover missing Ext South Boys: outside under restroom sign - chaulking needed, slight panel out, privacy dividers stain, paint chipping off ceiling Stretch Office: Electrical panel blocked |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Fair | CR 402: knob on faucet comes off, stained ceiling tiles CR 403: Ink stains on carpet, fountain knob comes off, west wall power strip exposed wires CR 405: Drinking fountain cap comes off, door not closing (back right). CR 501: Drinking fountain cap comes off, ceiling tile stain over sink. CR 502: carpet spots, drinking fountain stays too long, power strip on west wall / phone jack outlet coming apart. CR 503: fountain handle comes off; spot on carpet CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark CR 605: fountain knob broken CR 606: low pressure drinking fountain. CR 607: Drinking fountain doesn't shut off Ext North Boys: outside around door - chaulking needed - urinal pipe on wall missing cover Ext North Girls: Whole bathroom dirty (floors, divider, walls). Ext South Girls: Sink need chaulking |
| Safety: Fire Safety, Hazardous Materials | Good | CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark |
| Structural: Structural Damage, Roofs | Good | 400 Girls RR: ceiling dirty around access panel, wall missing rubber bump stop MPR Storage: Shelves need anchors Stage: Right side - corner wall damage |

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|---------------|---|
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | CR 405: Drinking fountain cap comes off, door not closing (back right). CR 701: ink stain spots, sink cabinet door laminate coming apart - cabinet doors fall off track CR303: SW - wall power strip outlet fallen out - Back door closing mech cover missing Kinder 201: carpet spots, back door shuts hard. Playground: playtoy - slide drops more than 12", main pt - railing loose rt side of slide |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 58 | 57 | 65 | 64 | 50 | 50 |
| Math | 37 | 35 | 51 | 51 | 38 | 39 |

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

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

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 25.0 | 12.5 | 5.7 |

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 321 | 295 | 91.90 | 56.61 |
| Male | 158 | 147 | 93.04 | 55.78 |
| Female | 163 | 148 | 90.80 | 57.43 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 289 | 266 | 92.04 | 54.51 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 281 | 257 | 91.46 | 56.81 |
| English Learners | 227 | 207 | 91.19 | 50.24 |
| Students with Disabilities | 43 | 38 | 88.37 | 23.68 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 | 320 | 304 | 95.00 | 34.54 |
| Male | 158 | 153 | 96.84 | 33.33 |
| Female | 162 | 151 | 93.21 | 35.76 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 288 | 275 | 95.49 | 33.09 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 280 | 265 | 94.64 | 33.96 |
| English Learners | 226 | 216 | 95.58 | 31.94 |
| Students with Disabilities | 43 | 38 | 88.37 | 7.89 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 Veronica Delgado

Contact Person Phone Number: 619-425-4311

Research shows a high correlation between parent involvement and effective schools. We welcome and encourage parents and grandparents to visit, volunteer and become active in our school.

Parents and members of the community continue to be welcomed as volunteers in our classrooms and to help with special events. A Parent Volunteer Center is open Monday through Friday from 8:00 a.m. to 2:00 p.m. The Center provides a unique way for parents to help meet the needs of our students and school. Otay parents serve as members of the School Site Council, ELAC, DAC/DELAC, PTO, as members of IEP teams, and in our Positive Behavior Committee. Parents and community members worked collaboratively with Otay staff to create a Vision and Mission Statement. They are an integral part in planning school activities.

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 and well being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Social and Emotional Learning, drug and alcohol abuse prevention education programs, child abuse awareness, and bullying prevention. The School Site Council approved the School Safety Plan, with modifications, on December 10, 2019.

Students are supervised before school and during lunch recess by yard supervisors. The traffic patterns are monitored by the administration, parent volunteers, and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office. Gates open at 7:15 am, relocked by 8:00 am and unlocked for dismissal at 2:20 pm. Otay uses the Raptor visitor management system to check-in all visitors to our campus, and visitors must wear a badge that identifies them for the duration of their visit.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.6 | 1.1 | 1.0 |
| 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* | 576.0 |

* 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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | .8 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | .5 |
| 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 | 17 | 4 | | | 21 | 2 | 2 | | 21 | 1 | 3 | |
| 1 | 20 | 3 | 1 | | 21 | 1 | 3 | | 23 | | 4 | |
| 2 | 23 | | 3 | | 19 | 4 | | | 22 | 1 | 2 | |
| 3 | 21 | 2 | 2 | | 24 | | 3 | | 19 | 2 | 3 | |
| 4 | 25 | | 3 | | 28 | | 3 | | 26 | | 3 | |
| 5 | 22 | 1 | 3 | | 21 | 1 | 2 | | 30 | | 3 | |
| 6 | 31 | | 3 | | 21 | 1 | 3 | | 25 | | 3 | |
| Other** | | | | | | | | | | | | |

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

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

Professional Development provided for Teachers

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

Various targeted professional improvement activities have been provided for teachers, custodians, secretaries, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics over the last 3 years include but is not limited to:

- Professional Development on CCSS in ELA, Math, and Writing
- Close Reading with annotation
- Accountable Talk with Text Dependent Questions
- GLAD strategies
- Reading Comprehension
- Teachers have also engaged in professional development facilitated by District Staff
- Gradual Release of Responsibility- The Focus Lesson, Guided Instruction, and Collaborative Group Work
- Designated ELD
- 3-reads Math strategy
- Conceptual Math and Algebraic thinking
- Writers' Workshop
- Collaborative Conversations and discussions
- Social & Emotional topics
- MTSS (Multi Tiered Systems of Support)
- Positive Behavior Intervention Strategies (PBIS)
- Morning Meeting strategies
- Learning and the brain
- Mindfulness
- Restorative Practice
- Trauma-informed practices
- Classroom management

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 | \$10,847.30 | \$3,252.84 | \$7,594.46 | \$69,385.00 |
| 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 | -10.9 |
| School Site/ State | -41.3 | -15.3 |

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

The site supports a part-time counselor and 3 full time VAPA teachers in the areas of PE/Dance, Art and Music. This gives teachers a weekly opportunity to collaborate, ensures students receive weekly arts enrichment, and allows us to provide in class and pull out support for students who are having any problems that are impeding academic, social, or emotional progress. Further, we employ 3 instructional assistants to provide extra classroom support for struggling students.

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.