



# Salt Creek Elementary School

1055 Hunte Pkwy • Chula Vista, CA 91914 • (619) 397-5494 • Grades K-6  
Mrs. Lalaine Perez, Principal, Principal  
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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Chula Vista Elementary School District

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

#### District Governing Board

Leslie Ray Bunker

Armando Farias

Laurie K. Humphrey

Eduardo Reyes, Ed.D.

Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.

**Superintendent**

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### Mission:

- Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.

Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

### Academic Focus:

- School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Sanford Harmony, restorative practices, and community circles. Additionally, teachers are utilizing success criteria in math. Professional development for teachers and instructional activities support both social emotional learning and success criteria.

### Programs:

- Salt Creek has a strong Spanish/English Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team at least three times per year to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust GATE program, which offers differentiation as well as enrichment opportunities during the school day and after school, including STEM class, Salt Creek Garden, Monarch Butterfly Program, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students K-6 receiving instruction in Music, Art, Drama, Dance and Physical Education.

## 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            | 115                |
| Grade 1                 | 108                |
| Grade 2                 | 134                |
| Grade 3                 | 145                |
| Grade 4                 | 141                |
| Grade 5                 | 119                |
| Grade 6                 | 143                |
| <b>Total Enrollment</b> | <b>905</b>         |

### 2018-19 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 4.5                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 4.4                         |
| Filipino                            | 14.9                        |
| Hispanic or Latino                  | 48                          |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 20.6                        |
| Two or More Races                   | 6.1                         |
| Socioeconomically Disadvantaged     | 15                          |
| English Learners                    | 24.6                        |
| Students with Disabilities          | 7.4                         |
| Foster Youth                        | 0.1                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials for Salt Creek Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential                          | 39    | 39    | 38    |
| 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 Salt Creek 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: November 2016

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption   |
|------------------------|--|
| Reading/Language Arts  | Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish.<br>Adopted in 2002-03.<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                |
| Mathematics            | Houghton Mifflin Go Math K-6, English and Spanish.<br>Adopted in 2015-2016.<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%                                  |
| Science                | Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish.<br>Adopted Spring 2008.<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0% |
| History-Social Science | Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish).<br>Adopted Spring 2007.<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%              |

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

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/25/2019

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                 | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                | Good          | 607/608 Left RR:<br>CR 404: Stained ceiling tile.<br>CR 701: Projector is not working, sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained.<br>Work room: Some small holes on few ceiling tile. At least 15 tiles.   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation | Good          | 400 work room:<br>600 girls RR:<br>600 storage: Needs to clean and wall damage, lot of stuff needs to organized, shelves aren't secured.<br>Admin reception: IT box under desk missing cover<br>CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken.<br>CR 407: Red stain on tile cealing, Cabinet on sink trim coming off.<br>CR 501: Ceiling tile stain back of classroom.<br>CR 702: Ceiling tiles stained/damaged.<br>mp custodian room: Needs organized, roof access blocked. |
| <b>Electrical:</b><br>Electrical                                     | Good          | CR 602: Curtains wont close.<br>CR 604: Play ground door cover coming off and door slams hard.<br>CR 701: Projector is not working, sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained.<br>CR 706: Electrical panel blocked.<br>Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing, roof access blocked.   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains           | Good          | 600 girls RR:<br>607/608 Left RR:<br>CR 502:<br>CR 504: Work room door cover loose.<br>CR 608: fountain broken outside in RR area drywall patch needed.<br>CR 701: Projector is not working, sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained.<br>CR 705: Stain around fire sprinkler (attention)<br>CR 706: Electrical panel blocked.  |

| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned   |
|--|---------------|---|
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          | Admin storage: Roof acces is used as storage room and boxes are blocking panels.<br>CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken.<br>CR 502:<br>CR 602: Curtains wont close.<br>CR 701: Projector is not working, sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained.<br>CR 705: Stain around fire sprinkler (attention)<br>CR 706: Electrical panel blocked. |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          | Admin storage: Roof acces is used as storage room and boxes are blocking panels.  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | Good          | CR 506: Cabinet door latch no magnet, ceil tiles stained.<br>Playground: Big cracks in blacktop -Need sealing, (near playtoy), swirling slide cack bolt popping out, soccer goal needs maintenance.<br>Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing, roof access blocked.  |
| <b>Overall Rating</b>  | 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     | 84           | 80           | 65             | 64             | 50          | 50          |
| Math    | 71           | 73           | 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           | 19.0   | 36.4   | 24.0   |

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                     | 556              | 542           | 97.48          | 79.52                   |
| Male                             | 280              | 275           | 98.21          | 78.91                   |
| Female                           | 276              | 267           | 96.74          | 80.15                   |
| Black or African American        | 26               | 26            | 100.00         | 73.08                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 27               | 26            | 96.30          | 88.46                   |
| Filipino                         | 73               | 73            | 100.00         | 89.04                   |
| Hispanic or Latino               | 270              | 263           | 97.41          | 72.62                   |
| White                            | 116              | 112           | 96.55          | 86.61                   |
| Two or More Races                | 38               | 36            | 94.74          | 86.11                   |
| Socioeconomically Disadvantaged  | 122              | 120           | 98.36          | 73.33                   |
| English Learners                 | 179              | 174           | 97.21          | 67.24                   |
| Students with Disabilities       | 49               | 48            | 97.96          | 52.08                   |

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                     | 556              | 545           | 98.02          | 73.39                   |
| Male                             | 280              | 276           | 98.57          | 75.36                   |
| Female                           | 276              | 269           | 97.46          | 71.38                   |
| Black or African American        | 26               | 26            | 100.00         | 50.00                   |
| American Indian or Alaska Native | --               | --            | --             | --                      |
| Asian                            | 27               | 27            | 100.00         | 85.19                   |
| Filipino                         | 73               | 73            | 100.00         | 89.04                   |
| Hispanic or Latino               | 270              | 265           | 98.15          | 66.04                   |
| White                            | 116              | 112           | 96.55          | 79.46                   |
| Two or More Races                | 38               | 36            | 94.74          | 83.33                   |
| Socioeconomically Disadvantaged  | 122              | 122           | 100.00         | 68.03                   |
| English Learners                 | 179              | 177           | 98.88          | 60.45                   |
| Students with Disabilities       | 49               | 48            | 97.96          | 45.83                   |

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 Lalaine Perez, Principal, or Ashley Vasquez, Associate Principal, at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have regular Coffee Chats to keep parents informed about school programs, policies, curriculum, instruction, assessment and activities. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Advisory Committee, English Learner Advisory Committee, Safety Committee, and School Site Council.

### 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

Required drills are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two secure campus drills, two shelter in place drills, and one annual bus evacuation drill. All visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clip Board with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan was approved by SSC October 18, 2018.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate                          | 1.4     | 0.2     | 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   | 1.0                                  |
| 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           | 25                 |                         | 4                        |                        | 22                 | 1                       | 4                        |                        | 23                 | 2                       | 3                        |                        |
| 1           | 25                 |                         | 5                        |                        | 25                 |                         | 4                        |                        | 21                 | 3                       | 2                        |                        |
| 2           | 24                 |                         | 6                        |                        | 24                 |                         | 6                        |                        | 22                 | 2                       | 4                        |                        |
| 3           | 21                 | 3                       | 3                        |                        | 23                 | 1                       | 5                        |                        | 24                 |                         | 6                        |                        |
| 4           | 24                 | 1                       | 5                        |                        | 28                 |                         | 4                        |                        | 28                 |                         | 5                        |                        |
| 5           | 24                 | 1                       | 6                        |                        | 22                 | 2                       | 5                        |                        | 26                 |                         | 4                        |                        |
| 6           | 27                 |                         | 6                        |                        | 23                 | 1                       | 6                        |                        | 23                 | 2                       | 5                        |                        |
| Other**     |                    |                         |                          |                        | 25                 |                         | 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 improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics for the past three years included:

Illuminate:

- Teachers will engage in professional learning from our Resource Teacher during collaboration on the new data management system. This tool will allow teachers to input create assessments, input data, generate reports, and analyze data to drive instruction to meet achievement goals in Reading and Math.

Benchmark:

- Teachers will engage in professional learning throughout the school year on Benchmark Language Arts curriculum. In addition, teachers will receive support and training throughout the year during collaboration from our Resource Teacher.

Collaborative Conversations & Success Criteria:

- ILT will receive training to support Collaborative Conversations during four District sessions. ILT will then provide professional development to the staff at the school site during Friday staff meeting time. These area of focus will support the District's Year Two Goals and over arching instructional focus of closing the achievement gap for all learners using high impact language development strategies.

Math PD:

- Teachers will receive training by Denise Finney and cohort Resource Teachers on Professional Noticing, math discourse strategies, and success criteria as a means to support student thinking and talk during math. This will occur during our two teacher workdays prior to quarter 2 & 3 starting. The entire COMPASS cohort of schools will participate together.

**ELPAC:**

- Teachers will receive continued training and certification on content and administration of the new ELPAC assessment. This training will take one Friday staff meeting and be led by the ELPAC site team which includes the Associate Principal, Resource Teacher and five other site teachers.

**Disaster/Safety Training:**

- Certificated and classified staff will receive ongoing disaster, emergency, and safety trainings conducted by Sherry Stone, School Resource Officer, and administration.

**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 | \$8,486.39 | \$1,934.88 | \$6,551.51   | \$69,038.00            |
| District    | N/A        | N/A        | \$166,094.33 | \$78,751.00            |
| State       | N/A        | N/A        | \$7,506.64   | \$82,663.00            |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -200.0       | -11.4                  |
| School Site/ State   | -55.2        | -15.8                  |

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**

Students' academic and social/emotional needs are met through a variety of programs that are supported by site and categorical funds. KIDCO meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services to students once a week. English Learners with overall ELPAC scores of 1 and 2 are invited to additional learning opportunities Monday-Thursday through our Jump Start and Extended Day Tutoring Programs. GATE students are also invited to our after school Monarch Butterfly Program, STEM class, and Entrepreneur Academy. To meet academic needs for all students, Extended Day after school tutoring is offered in math and reading for 3rd-6th grade, and JumpStart reading intervention is offered for K-2nd grade.

**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.