



# Veterans Elementary School

1550 Magdalena Avenue • Chula Vista, CA 91913 • (619) 216-1226 • Grades K-6

Angela Rosendale, Principal  
angela.rosendale@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

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

Veterans Elementary opened in 2005, serving a K-6 population. The school is located in southeast of San Diego County in the city of Chula Vista. It is located in an area of new homes and apartments. Veterans is about five miles from the U.S./Mexico border. Veterans was the 43rd elementary school to open in the Chula Vista Elementary School District. The school has four permanent classroom pods, a library media center, an auditorium, and an administrative building.

We have a very diverse student population. Approximately 23% of the students qualify for the free and reduced National School Lunch Program. Approximately 20% of the students are English Learners, 10% qualify for GATE, 19% are Filipino, and 49% are Hispanic. There are 35 general education teachers, 3 special education teachers, 5 part-time visual and performing arts teachers. We have a full-time Associate Principal, a part-time Resource Teacher, two Speech Teachers, 2.5 days/week with a nurse on site, and 4 days/week with a psychologist on site.

The mission of Veterans Elementary is to provide all children with a world class education.

Veterans Elementary School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a Common Cores Standards curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication, and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Emphasis is placed on adherence to grade level content standards, ongoing assessment, differentiation, and grade level collaboration. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic growth of their children.

## 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	106
Grade 1	129
Grade 2	120
Grade 3	134
Grade 4	134
Grade 5	124
Grade 6	144
<b>Total Enrollment</b>	<b>891</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	5.6
Filipino	20.5
Hispanic or Latino	46.8
Native Hawaiian or Pacific Islander	0.4
White	12.5
Two or More Races	6.8
Socioeconomically Disadvantaged	22.6
English Learners	22.7
Students with Disabilities	9.9
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 Veterans Elementary	17-18	18-19	19-20
With Full Credential	38	38	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence		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 Veterans Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		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: January 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Education Adopted, Adopted in 2017-18. <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>	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16. <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)**

Veterans added 6 new classrooms during the summer of 2010. This allows more space to ensure that all students living within the area can be placed at their neighborhood school rather than being overflowed to a nearby school site. Classroom space at Veterans Elementary School is adequate to support our school's current enrollment. There is room for growth in enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The school custodial staff performs basic cleaning operations daily.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/18/2019**

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	300 Work Room: exposed wires , countertop laminate chipped, file cabinet not secured 301 CR: ceiling tile cracked by monitor, drink handle falls off, door to court yard hard to open. 505: Holes in tackboard, low pressure dinking fountain and loose handle. 608 Resource Room: 1 cracked ceiling tile 701 CR: ceiling tile broken by monitor 704 CR: ceiling cracked, and has holes, crack electrical face plate.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	501 CR: stains on rug.
<b>Electrical:</b> Electrical	Fair	300 Work Room: exposed wires , countertop laminate chipped, file cabinet not secured 404 CR: Electrical socket falling out of wall under teacher work station, IT box cover falling off. 408 CR: Drinking fountain handle fals off, 4 light bulbs out. 507 : loose outlet by white board wall. 510 Resource: 2 Lights out. 600 fire riser external: Light out. 702 CR: ceiling tile stain by monitor, electrical socket loose next to sink, electric socket covered with fabric next to door. 704 CR: ceiling cracked, and has holes, crack electrical face plate. Kitchen: Emergency lights over sink do not work. MP External Mechanical: electrical panel blocked MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work. YMCA/CC: No face plate on electric socket under sink.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	300 Boy's RR: Multiple cracks in floor. 300 Girl's RR: sink needs chaulking, holes in terrazzo 301 CR: ceiling tile cracked by monitor, drink handle falls off, door to court yard hard to open. 302 CR: Drink handle falls off. 303 CR: Drink handle falls off. 304 CR: Drink handle falls off. 305 CR: Drinking fountain low pressure, drinking fountain does not turn off. 306 CR: Faucet handle falls off. 402 CR: Drinking faucet handle falls of, It cover off under teacher work station. 406 CR: drinking water faucet gets stuck. 407 CR: Drinking fountain handle falls off, IT box falling out of wall under white board. 500 Staff RR: sink low pressure 503 CR: Faucet handle falls off. 505: Holes in tackboard, low pressure dinking fountain and loose handle. 509 resource: Outside drinking faucet low pressure, 6 shelf not secured. 600 Boys RR: Terrazzo chipped at urinal, terrazzo small crack. 607 CR: Sink trap has a crack 1 bottom exit sign blocked to play ground. 703 CR: 1 ceiling tile cracked; drinking foutain loose, water fountain low pressure, 2 stained ceiling tile. 706 CR: Faucet handle falls off. MP Boy's RR: Floor has cracks.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	300 N Resource Room: Plug in difusser, 1 stained tile. 500 electrical external: Aerosol paint stored. 702 CR: ceiling tile stain by monitor, electrical socket loose next to sink, electric socket covered with fabric next to door. Admin Signal: A lot of stored Items. Child Care Ext. Custodian: Roof ladder blocked. MP Roof access fire riser external: Access ladder blocked on west side. Stage Electrical: Stores Items. Stage Roof access: electrical panel blocked, roof access blocked, items stored againts water heater.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	606 RR: Exit to RR door closes too hard. 606 CR: Exit to RR door closes too hard. Kitchen Storage: hole in FRP , door from M.P. to kitchen chipped MP: 2 Lights out, North side of kitchen exterior door closes to hard, R side of stale emergency lights do not work. Play Toy: Up in the middle there is a loose blue bar with steps, slides need wood chips. Playground: 300 bldg. PIV/Fire Depart. Connection missing a cover, back stop bolts are too long also missing 2 middle support bars.
<b>Overall Rating</b>	<b>Good</b>	Met with principal who spoke with custodial staff to arrange for the necessary 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	75	72	65	64	50	50
Math	70	64	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	13.8	42.3	28.5

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	514	508	98.83	71.85
Male	268	264	98.51	68.94
Female	246	244	99.19	75.00
Black or African American	32	32	100.00	53.13
Asian	29	28	96.55	85.71
Filipino	103	103	100.00	85.44
Hispanic or Latino	242	240	99.17	65.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	67	95.71	74.63
Two or More Races	34	34	100.00	79.41
Socioeconomically Disadvantaged	150	148	98.67	64.19
English Learners	155	151	97.42	61.59
Students with Disabilities	48	47	97.92	36.17

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	514	511	99.42	63.80
Male	268	266	99.25	64.29
Female	246	245	99.59	63.27
Black or African American	32	32	100.00	46.88
Asian	29	29	100.00	86.21
Filipino	103	103	100.00	78.64
Hispanic or Latino	242	241	99.59	54.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	68	97.14	69.12
Two or More Races	34	34	100.00	73.53
Socioeconomically Disadvantaged	150	150	100.00	51.33
English Learners	155	154	99.35	59.09
Students with Disabilities	48	47	97.92	27.66

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 persons:

Angela Rosendale, Principal  
angela.rosendale@cvesd.org

Alicia Flores, Associate Principal  
alicia.flores@cvesd.org

Contact Phone Number: (619) 216-1226  
Fax Number: (619) 216-9226

Parents/guardians have the opportunity to volunteer in the classroom or at various offices on the school site. Parent/guardians are asked to sign in and wear a volunteer badge to identify them as volunteers. In addition, parents/guardians can run for the School Site Council (S.S.C.) and the Parent Teacher Association (P.T.A). Other opportunities for participation include English Learner Advisory Committee (E.L.A.C.), Safety Committee, Coffee with the Principal Meetings, Military Meet and Greet Meetings, Back to School Night, Fall Festival and by volunteering in classrooms.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. The School Site Council approved the School Safety Plan on October 15, 2019. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year, we continue to have a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.5	0.3
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	3.5

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22	1	4		23	1	5		23	1	4	
1	25		5		25		5		25		5	
2	22	2	4		22	1	5		23		5	
3	24		5		21	1	5		22	2	4	
4	30		4		30		3		23		5	
5	25		6		24	1	4		29		4	
6	25	1	4		30		6		25	3	4	
Other**	12	1			9	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	22	22	21

Professional development is based on our school's data. The District provided Resource Teacher and the school's Instructional Leadership Team, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

During the 2017-2018 and 2018-2019 school year, professional development included on-site coaching by District provided Resource Teacher and administration. Our professional development plan included: Writing through the San Diego Area Writing Project, Guided Language Acquisition Design (GLAD), formative writing assessments, and Writing and Rigor.

Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, and ELPAC. Teachers understand how to unpack grade-level standards and continue to utilize learning objectives to support teaching and learning. Teachers use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily. Additionally, to ensure that all student needs are met and addressed, teachers have engaged in Restorative Practice and Sanford Harmony training which is curriculum that addresses Social Emotional Learning.

During the 2019-2020 school year, professional development will be offered in the following areas:

**\*Mathematics:**

- Academic Discourse
- High Impact Language Strategies – Three Reads Protocol
- Learning Intentions & Success Criteria

**\*Designated – English Language Development**

**\*Social Emotional Learning**

The goal is to continue to build capacity and instructional leadership at the site for every teacher.

Principal and Associate Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

**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	\$9,228.10	\$2,348.48	\$6,879.62	\$75,937.00
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	5.1
School Site/ State	4.5	-3.1

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**

Supplemental and categorical funds are used to enhance the academic program addressing the needs of all students, including GATE and English Learners. Currently, a GATE certified teacher is employed to work with the students. To increase reading skills, we utilized Achieve3000, a computerized testing system that allows students, staff, and parents to keep track the child’s reading performance throughout the year. We also implement Imagine Learning (IL) for our English Learners and for English speaking students who need support. Imagine Learning allows for strategic language support and academic language development via one-on-one instruction through engaging activities specifically designed to meet their individual needs. We complement Imagine Learning with Designated English Language Development (ELD), which take place on a daily basis. We also provide Eureka Mathematics which has benefited our students and had a positive impact on our assessment data.

In the area of arts a physical education, training is provided to the teachers for the Building Better Bodies PE curriculum, and part-time program support staff are being employed to offer opportunities for students to engage in art, dance, drama, and PE every other week.

A portion of the Limited English Proficient funding is used to pay for an Instructional Aide to conduct the required testing and provide small group instruction for students. In addition, the funds are utilized for materials to support ELD (English Language Development), computer tech support, and support materials to differentiate the instructional program for 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.