



Myrtle S. Finney Elementary School

3950 Byrd Street • San Diego, CA 92154 • (619) 690-1334 • Grades K-6

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finneyelementary.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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District Governing Board

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**Assistant Superintendent,
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and Support**

Mission

Our mission at Myrtle S. Finney School is to nurture and teach students so that they will become confident, critical thinkers who possess a deep sense of responsibility to self and to the community. We create a safe learning environment, where our students engage in rigorous academic work and learn to communicate effectively, develop technological skills to keep up with the rapid changes of today's world. We instill in them an appreciation for diversity by promoting positive interactions between all students, and we encourage them to pursue their lifelong dreams.

Description

Finney School is one of 49 schools in the Chula Vista Elementary School District, including charters. It has a diverse ethnic makeup and many students come from homes in which English is not the primary language. Many students are third and fourth generation residents in the area and our school is at the core of neighborhood layout. Our demographic breakdown is as follows: Hispanic or Latino 81%, Filipino 8%, African American, not Hispanic 2%, White, not Hispanic 5%, and Two or more races 3%.

Our TK-6th grade enrollment is 380 students. 34% of our students are classified as English Learners and 80% of our students are classified as Socioeconomically Disadvantaged. 21% of our population is classified as Students with Disabilities and 5% are identified as GATE.

A variety of programs are offered to meet the needs of our students. These include computer programs that build reading, language and math skills. An SDC preschool program is on site along with three full-day Moderate/Severe special education classes for students TK-6, a Resource Specialist Program, and Speech & Language Therapy preschool through grade 6. To support our English Learners, teachers incorporate both integrated and designated English Language Development (ELD) instruction.

As students focus on learning and achieve grade level targets, student recognition assemblies are planned to recognize citizenship and academic achievement. During our assemblies, parents, teachers, staff, students, and parents are celebrated thus creating a positive climate focused on learning and success.

The CVESD state preschool program offers classes for three- and four-year-olds at Finney. These daily, three-hour sessions are offered in English and Spanish. They provide students with a developmentally appropriate experience before entering kindergarten.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	48
Grade 2	54
Grade 3	63
Grade 4	54
Grade 5	50
Grade 6	54
Total Enrollment	378

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
Asian	1.6
Filipino	8.5
Hispanic or Latino	80.7
White	5.6
Two or More Races	1.9
Socioeconomically Disadvantaged	84.7
English Learners	32
Students with Disabilities	20.9
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Myrtle S. Finney	18-19	19-20	20-21
With Full Credential	18	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Myrtle S. Finney Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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 2021

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance. Adopted June 2017. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Hartcourt Go Math: K-6 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%
Visual and Performing Arts	Deep Space Sparkle The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Finney 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. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

Students participating in the YMCA program are on campus from 6 am to 6 pm.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9/30/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CR 601: Scratched ceiling tiles; dirty vents CR 604: scratched ceiling tiles CR 605: Tackboard damaged. cabinet door doesn't close properly CR 305: one lamp out; webs on window; dirty walls; missing magnet on cabinet CR 502: Paint peeling by window; window seals dirty; cobwebs; stained ceiling tile CR 503: scratched ceiling tile CR 701: some ceiling tiles have small holes CR 702: One lamp out; stains on toilet; blinds not working properly; sagging tile; tackboard damage Lounge (popsicle freezer): Tackboard peeling off Pre-K Speech (YMCA office): window cobwebs Stage: Steps right side are cracked on edge of tread; lights out; handicap lift missing top copping; hole on stage wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 303: two lamps out; window webs CR 304: Computer bracket loose; webs on window CR 501: Two lamps out; tackboard around sink dirty; AC noisy rattling; window seal cobwebs CR 502: Paint peeling by window; window seals dirty; cobwebs; stained ceiling tile CR 703: One lamp out. Fountain high; webs on windows; 1 screen ripped; cabinet not secure; sink doors do not close properly; bathroom stains by toilet

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	400 Bldg Girls RR: Six lamps out; soap dispenser loose; mirror faded; sink needs caulking; dirty window 500 Bldg Girls RR: GFI does not work. Six lamps out; sink needs caulking; toilet dispenser loose; 2 toilet seats loose Book Storage 408: Book cases not secured; 2 lights out; ceiling tile stained; dirty wall and door CR 504: 1 light out CR 201: GFI loose on wall; faucet low pressure CR 202: 1 light out CR 301: 1 light out CR 303: two lamps out; window webs CR 403: 1 light out CR 501: Two lamps out; tackboard around sink dirty; AC noisy rattling; window seal cobwebs Library Work Room: Two lamps out; stained ceiling tile Parent Room (CR) 401: GFI does not work
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 Bldg Boys RR: Hand soap dispenser loose; sink needs caulking CR 203: Faucet handle came off CR 703: One lamp out. Fountain high; webs on windows; 1 screen ripped; cabinet not secure; sink doors do not close properly; bathroom stains by toilet
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	CR 405: window seals dirty; stained ceiling tile CR 502: Paint peeling by window; window seals dirty; cobwebs; stained ceiling tile Library Work Room: Two lamps out; stained ceiling tile Library: ceiling tile stain MP: Ceiling tile stained; 1 door doesn't stay open

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder Play-Toy and yard: Big cracks in blacktop; rusty; cobwebs; woodchips low Library Women's RR: door closer box leaking & stained MP: Ceiling tile stained; 1 door doesn't stay open
Overall Rating	Good	Job orders were placed.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	64	N/A	50	N/A
Math	37	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact person: Principal Beverly Prange

Contact Phone Number: (619) 690-1334

Parents are encouraged to participate in all school activities at Finney. Finney has an active Parent Volunteer Program, Parent Teacher Association, Garden Club, School Site Council and English Learner Advisory Committee. Parents support in the classroom, workroom and during school-wide events.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. Our school blog, finneyelementary.org provides a weekly update to our school community about school events and information. All families receive a weekly phone call on Sundays at 5:00 reviewing the week's announcements. Coffee with the Principal meetings are held monthly in conjunction with English Learner Advisory Committee meetings.

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 (School Year 2020-2021)

The Comprehensive School Safety Plan (CSSP) details our emergency preparedness plan, including fire safety, earthquake preparedness, lock down procedures and bus safety. In addition, the CSSP describes programs at Finney that contribute to a safe and positive school climate for learning. Finney has a Positive Behavior Interventions and Supports (PBIS) system, where students learn the Finney Bulldog Expectations: Be Kind, Be Safe, and Be Responsible. The student-led Line-up Committee promotes student safety before school. Peace Patrol helps students with conflict resolution, and Student Council provides leadership opportunities focusing promoting school spirit and on safe decision making. The School Site Council approved the School Safety Plan on 1/26/21.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.0	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	17	1	2		18	1	2		18	1	2	
1	26		2		23		2		16	1	2	
2	24		2		26		2		18	1	2	
3	19	1	2		24		2		16	2	2	
4	25		1		23		2		14	3	1	
5	30		3		25		1		17	1	2	
6	20	1	2		29		3		18	1	2	
Other**					11	2						

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	

Each year, targeted professional learning is provided for teachers, instructional aides, and support staff. Training sessions are linked to our school's goals as we work to improve teaching and learning for all students. Goals are selected based on analysis of CAASPP and Local Measures data.

2.5 non-teaching days are allocated for professional learning each school year, in addition to 75 minute professional development sessions on minimum days each week. In addition, teachers receive coaching support from the District Resource Teacher and Principal.

2018-19 Focus: Problem-solving in math

2019-20 Focus: Teacher Clarity as evidenced by student understanding

2020-21 Focus: Teacher Clarity in Distance Learning; Independent Reading as Part of a Balanced Literacy Program

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	15,503.82	6,724.54	8,779.28	77,158
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-5.8
School Site/ State	12.5	-8.7

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

Types of Services Funded

Our expenditures are aligned with our School Plan for Student Achievement goals, and allocations are identified through staff and parent input. LCAP and Title I funds are used to support student achievement by funding a music teacher, art teacher, resource teacher, English Learner instructional assistant, library technician, and technology accelerators. Funds are also allocated to provide transportation for students attending the district-funded after school tutoring program.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.