



# Joseph Casillas Elementary School

1130 East J Street • Chula Vista, CA 91910 • (619) 421-7555 • Grades K-6

Nicole Adams-Walker, Principal

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

Kate Bishop

Leslie Ray Bunker

Eduardo Reyes, Ed.D.

Francisco Tamayo

Lucy Ugarte

#### 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

Joseph C. Casillas Elementary School will prepare all students to be literate, responsible citizens with an enthusiasm for life-long learning. Through the implementation of a rigorous, standards-based academic program, Casillas students will be prepared to confidently meet the challenges of middle and high school. Essential elements of our school's mission:

- A commitment to the District's vision and values
- Professional development and systematic support are on-going for all staff members.
- High expectations for all learners
- A safe and orderly learning environment.
- A rigorous curriculum is driven by California Content Standards.
- Instructional strategies reflect research-based best practices.
- Multiple sources of data are used to assess each student's progress.
- Technology is used as a tool to support teaching and learning.
- Diversity and cultural sensitivity are celebrated and modeled.
- Strong parent involvement is valued and encouraged.

Casillas School believes that student-based decision-making processes encourage collaboration and meaningful involvement among all stakeholders (parents, staff, students, and community partners). Goodwill and pride in the Casillas School community are rooted in each child's academic, social, and emotional development.

Guided by student achievement data, we will ensure that our academic programs are strong to close achievement gaps between students identified as English only and those in our target groups (English Learners, Socio-economically Disadvantaged, & Special Education students).

## 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	62
Grade 1	58
Grade 2	68
Grade 3	62
Grade 4	63
Grade 5	57
Grade 6	75
Total Enrollment	445

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.4
Asian	3.6
Filipino	11.5
Hispanic or Latino	52.8
Native Hawaiian or Pacific Islander	0.9
White	20.7
Two or More Races	5.2
Socioeconomically Disadvantaged	43.8
English Learners	18.2
Students with Disabilities	19.8
Foster Youth	0.7
Homeless	0.2

## 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 Joseph Casillas	18-19	19-20	20-21
With Full Credential	25	23	23
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 Joseph Casillas 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 other 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 Content 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
Reading/Language Arts	Benchmark Advance Adopted 2017-18  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Houghton Mifflin Go Math Adopted 2015-16  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Houghton-Mifflin Science: Kindergarten – Gr. 6 (English & 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%
History-Social Science	Harcourt Social Studies: Kindergarten – Gr. 6 (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%

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

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

Classroom space at Joseph Casillas Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Casillas custodial staff performs basic cleaning operations daily.

Classrooms are earthquake ready:

Posted emergency procedures

Disaster backpacks are under teacher desks

Emergency preparedness containers with supplies for 72 hours are provided for each classroom

Copy of classroom emergency cards

Closed cabinets to secure materials

Heating, ventilation and air conditioning equipment is installed to make classroom environments more conducive to learning.

Updated lock systems have been installed in all classrooms to provide a more secure environment.

A panic button and emergency alert system has been installed in the school office.

### 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: 10/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	MP mens RR: middle urinal inop
<b>Interior:</b> Interior Surfaces	Good	300 Electrical (Parking Lot Side): (4) open, hanging diffuser, clips broken (7) blocked electrical panel Miltipurpose: (4) Carpet stained (*) fire extinguisher next to door to lunch shelter locked-could not check Work room: stains on ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	300 Electrical (Parking Lot Side): (4) open, hanging diffuser, clips broken (7) blocked electrical panel Admin electrical: electrical panels blocked , items on top of transformer Admin Reception: light out CR 201 spch eld: (7) lamps out CR 303: light fixture out , cleaners under sink CR 304: ext. cord laying across floor, cleaners under sink , 2 lights out CR 404: cleaners under sink , light out CR 603: 9 lights out CR 705: elecrical panel blocked Kinder 601: light out in restroom , drinking foutain knob detached Kinder 604: light out in restroom

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	CR 202 center room: (9) Drinking Fountain pressure too low, (11) Household air freshened and cleaner under sink. CR 204: cleaners under sink , drinking fountain missing knob CR 706: drinking fountain knob detached Kinder 601: light out in restroom , drinking fountain knob detached
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 202 center room: (9) Drinking Fountain pressure too low, (11) Household air freshened and cleaner under sink. CR 204: cleaners under sink , drinking fountain missing knob CR 301: cleaners under sink CR 303: light fixture out , cleaners under sink CR 304: ext. cord laying across floor, cleaners under sink , 2 lights out CR 402: cleaners under sink CR 403: plug in air freshner CR 404: cleaners under sink , light out CR 506: (11) household cleaner under sink CR 601: cleaners under sink CR 704: (11) household cleaners under sink Lounge: (11) household cleaner under sink
<b>Structural:</b> Structural Damage, Roofs	Good	CR 302: cabinet door under sink loose
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder Play toy:
<b>Overall Rating</b>	<b>Good</b>	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	73	N/A	64	N/A	50	N/A
Math	63	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	45	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: Principal Chris Vickers

Phone: (619) 421-7555

Parents and the community engagement in supporting our academic goals include (but aren't limited to):

School Site Council (SSC)  
 English Learner Advisory Committee (ELAC)  
 Parent Teacher Association (PTA)  
 Family Literacy Nights  
 School Messenger System  
 Back to School Night  
 Classroom Newsletters  
 Peachjar Electronic Flyers



**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 School Safety Plan was presented and approved by the School Site Council on September 19, 2019.

Regular site emergency drills are conducted on a monthly and/ or quarterly basis (e.g., fire, earthquake, lock-downs, and shelter in place). Additionally, the Raptor visitor management system is in operation at our school, which screens visitors against the Megan's Law database and other states' databases as well. Casillas also participates in six Districtwide Emergency Radio Drills each year.

Student safety and well-being is promoted via multiple activities throughout the school year. In addition, Casillas offers other activities designed to foster teamwork, athletic skills, positive attitudes and self-esteem. Provisions and supplies for emergency evacuations have been obtained and a comprehensive evaluation plan is in place. Playground supervision, drug and alcohol abuse prevention programs, child abuse awareness, and School Safety Patrol also promote student safety. Supportive and alert staff consistently monitors classroom environments to maintain student safety. Parents pick students up at designated areas. Traffic control is provided by the school Safety Patrol, who utilizes the School Resource Officer as a valuable resource.

**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	0.4	0.2	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		0.6	2.5
Expulsions		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	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	2

\*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	3	1		16	4			12	5		
1	19	3			19	3			15	4		
2	18	3			20	2	1		17	1	3	
3	18	3			17	4			16	4		
4	15	3	1		18	3			21	1	2	
5	22		3		17	1	3		19	1	2	
6	24		3		22		3		15	2	3	
Other**	12	2			8	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 (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Each year, a variety of professional improvement activities are provided for teachers, instructional support staff, custodians, secretaries, and other employees. Activities reflect the school's goals/ objectives and are part of Casillas' School Plan for Student Achievement.

Casillas' grade level teams have approximately 5 hours of collaboration time (during the school day) each month. Collaboration is also provided in 1 hour increments on multiple Friday afternoons (after school) each quarter. During collaboration sessions, grade level teams look at student work, analyze data, and plan their next instructional steps based on their findings. A part-time site Resource Teacher is available to all grade level teams during collaboration sessions.

1) 2019-20 PD: Data Analysis, Social-Emotional Learning, Collaborative Conversations & Discussions, Intentional Questioning, Learning Intentions, Success Criteria, Achieve 3000, Smarty Ants, Illuminate, , ELPAC

2) 2018-19 PD: Data Analysis, Social-Emotional Learning, Collaborative Conversations & Discussions, Teacher Collective & Student Efficacy, Success Criteria- General & Math, Achieve 3000, Smarty Ants, Illuminate, , ELPAC

3) 2017-18 PD: Data Analysis, Math: 3 Reads, 4 Corners, Achieve 3000, Smarty Ants, Illuminate, Deconstruction of Speaking & Listening Standard 1, ELPAC

#### 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/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

At Casillas, categorical funds are used to support students to meet California Content Standards (CCS) through a variety of measures. For the 2018-19 school year, monies were used to fund certain part-time classified positions (e.g., ELL Instructional Aide, Computer Tech, IA Behavioral Specialist). In addition, a Library Media Technician was also funded to support the students with selecting appropriate reading material and to maximize the services of the Library Media Center. Additional psychologist time was also funded by the District to support the needs of our special education students, as well as general education students who needed extra support. Finally, supplemental professional development & materials (e.g., Smarty Ants) were purchased to support the school focus of ELA instruction.

#### 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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	16,010.15	5,710.96	10,299.19	92,181
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	12.0
School Site/ State	28.2	9.1

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