



Heritage Elementary School

1450 Santa Lucia Road • Chula Vista, CA 91913 • (619) 421-7080 • Grades K-6

Ruth Diaz de Leon, Principal

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



Chula Vista Elementary School District

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Description

Heritage School is a 70,000 square foot campus located along Santa Lucia Road in the Otay Ranch development of Chula Vista. It opened on July 10, 2001, and is currently home to 750 students. Heritage School represents a new prototype that reflects Chula Vista Elementary School District's progressive perspectives on educational facilities for the information age. The school's unique "village-like atmosphere" is the result of a planning process that included input from the community, educators, administrators, and maintenance personnel. The design includes expanded classroom square footage and auxiliary planning space due to the impact of class size reduction. The Heritage campus includes eight single-story structures, including an administration building, a multi-purpose building, a library, and seven classroom buildings. The village atmosphere of the campus fits beautifully with the surrounding residential neighborhoods. Heritage School is the school district's 38th school.

~School Mission~

The Chula Vista Elementary School District is committed to providing a successful, safe, challenging and nurturing educational experience while promoting the importance of learning for all children. The District adopted Shared Vision and Values statements affirm the District pride in developing each child's full potential and promoting student achievement. The District's Shared Vision and Values further states that all members of the school community assume responsibility for the success of our students.

~Heritage Common Core Philosophy~

Heritage's mission is that students are progressing towards being contributors in a global society. We celebrate diversity, values, and multilingualism. We are committed to excellence in promoting diverse, engaging first instruction and meaningful learning with the "whole-child" in mind. Our students are self-empowered individuals who persevere to solve problems while being resourceful, innovative, and socially conscious thinkers for their immediate future and beyond.

~Heritage Dual Language Immersion~

The mission of Heritage's DLI program is to develop biliterate and bilingual critical thinkers. Students acquire high levels of critical thinking in English and Spanish language proficiencies while meeting academic common core state standards in both languages. Students develop social consciousness, global responsibility, and appreciation of their cultures in our society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements 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	143
Grade 1	109
Grade 2	106
Grade 3	95
Grade 4	109
Grade 5	112
Grade 6	131
Total Enrollment	805

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.1
Asian	5
Filipino	13.9
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	0.4
White	12.4
Two or More Races	7.7
Socioeconomically Disadvantaged	27.1
English Learners	16.9
Students with Disabilities	9.1
Foster Youth	0.7
Homeless	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 Heritage Elementary	18-19	19-20	20-21
With Full Credential	35	35	33
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 Heritage 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: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Universe K-6, English and Spanish Adopted in 2017 Achieve 3000 Smarty Ants The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math Mathematics K-6, English and Spanish. Adopted in 2015. I-Ready 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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Heritage 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. Three custodial staff perform basic cleaning operations daily. Administration meets regularly with the head custodian to review the custodial evaluation of our facilities that is provided by the district. A fence around the school provides added safety to all students and adults at school. The school's physical environment is kept clean and safe for teaching and learning.

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: 10/2/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	803 CR: Fire extinguisher blocked, A/C control unit coming apart
Interior: Interior Surfaces	Fair	400 Boys RR: Stains on floor. 404 Kinder: transition strip coming up 501 CR: stains on rug and can see the seams. 504 CR: sharpner missing cover, stained tile 505 CR: covebase peeling 601 CR: 1 light out, transition strip loose 606 CR: covebase peeling off 701 CR: carpet stained 800 Work Room: Stains on tile ceiling. 805 CR: Stain on carpet. 808 CR: 2 light out, small stains on carpet. Playground Boys RR: mirror stain.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Lounge (Soda Machine, 2 Micros, Full Regrig.): carpet spotted;
Electrical: Electrical	Fair	408 CR: sink loose handle, 6 lights out 409 CR: 2 lights out 601 CR: 1 light out, transition strip loose 603 CR: monitor low volume, 1 light out 801 CR: 1 lamp out 806 CR: 2 lights out. 808 CR: 2 light out, small stains on carpet. Admin Conf. Room: Light buzzing loudly Admin Women's RR: 1 light out, 1 toilet seat loose. Admin Work Room. Mini fridge: 2 lights out Library Electrical : blocked panels

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	401/402 Boys RR: soap dispenser broken 408 CR: sink loose handle, 6 lights out 509 CR: sink needs caulking Admin Women's RR: 1 light out, 1 toilet seat loose.
Safety: Fire Safety, Hazardous Materials	Good	803 CR: Fire extinguisher blocked, A/C control unit coming apart
Structural: Structural Damage, Roofs	Good	500 Work Room: stained tiles 504 CR: sharpner missing cover, stained tile 506 CR: stained tiles 507 CR: stained tiles 600 Work Room: stained tiles 700 Work Room: stained ceiling tiles 800 Studio B1 Control Room: stained tile Library Work Room : stained tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400 Electrical : door hits at the top 702 CR: door rubber ripped Kinder Playground: Black top cracks.
Overall Rating	Good	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	83	N/A	64	N/A	50	N/A
Math	67	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	57	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 Ruth Diaz de Leon

Contact Phone Number: (619) 421-7080

The parents at Heritage School truly enhance our educational program. The Parent Teacher Organization (PTO) sponsors many projects for the benefit and enjoyment of our children. Many parents and members of the community volunteer in the classrooms and assist with special events. The community feels welcomed at Heritage School and they actively support our school. They recognize the importance of parent engagement as vital to their child's success.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and as classroom volunteers throughout the year. Quarterly Coffee Chats with the principal help maintain ongoing communication and build a strong home-school partnership. A parent volunteer committee supports teachers and students in the classroom. Parents and students are supported through parent trainings and differentiated instruction within the classroom.

All cultures and languages are affirmed and respected at Heritage Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Teamwork is the key to our school's success. All stakeholders, students, parents, and staff work together to enrich learning opportunities for our students and to make Heritage School a place of educational excellence.

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 safety of students and adults is a priority. Heritage School performs frequent bus evacuation drills, disaster preparedness drills, fire drills, and lockdown drills to practice safety procedures. We also offer training for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, and weekly character education lessons. Our monthly Pride Assembly centers on creating and maintaining a safe and positive learning community. We offer positive reinforcement for behavior through our Heritage Heroes program and Caught You Being Good Slips. Our School Resource Officer (SRO) and school psychologist support Heritage in ensuring that students are safe physically, socially, and emotionally. Heritage School implements the Project Wisdom program. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office using the Raptor System and wear a badge while on campus. Our school's Safety Patrol and parent volunteers assist our school in enforcing traffic and pedestrian safety. Our school's Peace Patrol helps students learn how to resolve issues on the playground. We are proud and confident that students and adults feel safe at school. The School Site Council approved the School Safety Plan on 1/28/2021.

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	0.3	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	0.6
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	24		6		23	2	4		28		5	1
1	18	5			23		4		22	1	4	
2	16	4	1		20	4	1		21	1	4	
3	23		5		16	4	2		19	5		
4	22	1	5		24		4		22	1	4	
5	27		4		27		5		28		4	
6	27		5		31		4		26		5	
Other**												

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

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

Professional Development (Most Recent Three Years)

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

Each year, targeted professional development is offered to teachers and support staff on Fridays, during teacher collaboration, and at district trainings. These planned learning sessions are based on the school's School Plan for Student Achievement goals and objectives.

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Heritage employs five part-time program support teachers to enhance the educational program. These teachers provide instruction in the areas of visual arts, music, and physical education. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

Our 2017-18 professional development is focused on 3 Reads Protocol and Guided Language Acquisition Development (GLAD).

Our 2018-19 professional development focused on learning intentions, success criteria, high impact language development strategies, and Sanford Harmony.

Our 2019-2020 professional development focused on conditions of the problem, high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

Our 2020-2021 professional development focused on culturally responsive teaching practices, self-care, and Creating Assessment Capable Learners.

Professional development (PD) delivery: PD has been provided via a variety of methods including, but not limited to:

- * on site staff meetings;
- * reciprocal teacher observation;
- * professional texts and readings;
- * professional development provided by the district;
- * resource teacher modeled and/or coached, as needed through January 2019, when she was promoted to a position at the district office; and,
- * feedback and modeling provided by administration

Teacher support during implementation:

- * Teachers are encouraged to implement these new instructional strategies and observed through the lens of safe practice.
- * Teachers receive instructional feedback via regular walkthroughs or regularly scheduled observations by administration, and are encouraged not only to consider next steps but to share their findings within their grade levels and system-wide.
- * Biweekly observation findings are shared during professional development meetings and in grade-level collaboration.
- * Quarterly student monitoring, regular observations of student learning and teacher practice are discussed with each teacher where we share strategies and next steps for instructional plans for growth for each child.
- * A compilation of student progress is shared regularly with staff for consideration of adjustments in their practice.

* Quarterly instructional conferences are held with teachers to discuss instructional suggestions/strategies and techniques and open up to questions or feedback they may seek.

Other professional development activities include:

Collaborative Conversations
Critical Thinking & Reasoning
Teacher Clarity Handbook
Sanford Harmony
Professional Learning Communities
Guiding Principles of Dual Language Education
Achieve3000/Kidbiz3000/Smarty Ants Training
MTSS

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/.

Types of Services Funded

Our school's budget is aligned to our School's Single School Plan for Student Achievement. All stakeholders participate in this process through SSC, PTO, ELAC, and staff.

Programs and services available to support instruction include the following:

Achieve3000
Imagine Learning
RazzKids (K-2)
Smarty Ants (K-1)
NextGen Math
i-Raedy
Levered (4th grade)
GATE after school enrichment program
Extended Day Program
English Learner Instructional Assistant
Library clerk
Student Monitoring (SWIS)
Teacher Collaboration (PACE)
Instructional Leadership Team
Leveled books (English and Spanish)
School Psychologist
Sanford Harmony (SEL)

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,553.93	3,270.15	8,283.78	86,445
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	5.6
School Site/ State	6.7	2.7

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

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.