



# Harborside Elementary School

681 Naples Street • Chula Vista, CA 91911 • (619) 422-8369 • Grades K-6

Lisa Forehand, 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](http://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**

Our mission is to ensure that ALL Harborside students receive a rigorous, high quality instruction in a collaborative learning environment where there is an emphasis on academics as well as social/emotional learning. We want to ensure that all students develop the confidence and necessary skills to be independent thinkers, effective communicators, and be socially conscious and contributing global citizens.

### **Our Vision**

We believe that Harborside Elementary School provides a safe and rigorous learning environment where our children are encouraged to be critical thinkers, leaders, collaborators, culturally proficient, and biliterate.

We believe that every adult and every student will act with compassion, treat one another with respect, and model positive behaviors on a daily basis.

We believe that every child is capable of learning and adults and children will actively support the learning efforts of others.

## 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	112
Grade 1	84
Grade 2	105
Grade 3	84
Grade 4	90
Grade 5	99
Grade 6	96
Total Enrollment	670

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	0.1
Filipino	1.6
Hispanic or Latino	91.3
Native Hawaiian or Pacific Islander	0.3
White	3.4
Two or More Races	1
Socioeconomically Disadvantaged	89.7
English Learners	62.4
Students with Disabilities	13.9
Homeless	4.3

## 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 Harborside Elementary	18-19	19-20	20-21
With Full Credential	30	30	30
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 Harborside 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 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Reading, English & Spanish, 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%
<b>Mathematics</b>	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2014-2016. <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%

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

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

Classroom space at Harborside 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. Harborside's custodial staff performs basic cleaning operations daily. The school office was remodeled in the Summer of 2011. In the Fall of 2012, the school library will receive cosmetic and technology updates as a result of the Target Library Grant. The school is scheduled to be modernized during summer break 2018.

Students are supervised before, during, and after school with a rotating schedule of teachers and a rotating schedule of student supervisors. All staff is trained to proactively intervene with crisis situations as they may arise. Harborside School has sufficient playground and classroom space to provide an optimal learning environment for students. A peace patrol student group is trained to help with small conflicts.

**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: 10/5/2020**

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	Fair	200 Girl's RR: broken soap dispenser, R/R stinks 300 - AP Office/MDF (310): water damage/in closet old roof vent 707 Library: need library sign 800 Adult RR: ceiling tile above sink loose 800 Boy's RR: 1 ceiling tile out, 1 damaged sink handle falls off. 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile CR 303: curtain cover falling off CR 504: carpet stains CR 702: ceiling tile warped CR 706: torn tack panel on west wall CR 804: walk off mat is bad CR 805: electric cover missing under tv, walk off mat is bad CR 810 SDR: ceiling tile stains, door will not close-sticks on frame Custodian back of MP: Attic door missing. K - 201: ceiling stained Lounge RR: missing ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	200 Boy's RR: light switch cover missing, broken soap dispenser CR 805: electric cover missing under tv, walk off mat is bad
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	200 Boy's RR: light switch cover missing, broken soap dispenser 200 Girl's RR: broken soap dispenser, R/R stinks 800 Girl's RR: sink needs chaulking, 1 damaged ceiling tile
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 806: fire extinguisher loose
<b>Structural:</b> Structural Damage, Roofs	Good	300 - AP Office/MDF (310): water damage/in closet old roof vent K - 101: stained ceiling tile
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 708 SDC: hole in asphalt outside by ramp to front door CR 808: door closes too fast CR 809: blind missing end cap Kinder Play Field: plugs missing on climbing toy Main Play Field: S. chain link fence next to play equipment damaged
<b>Overall Rating</b>	<b>Good</b>	Principal spoke with custodial staff. 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	42	N/A	64	N/A	50	N/A
Math	28	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	19	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 Lisa Forehand & Kim Callado, Associate Principal.

Contact Phone Number: (619) 422-8369

Parent Participation. Research shows a high correlation between parent involvement and effective schools. We encourage our parents to become actively involved in our school. We have regularly scheduled community meetings and Coffee with the Principal meetings to keep parents informed of the school events and to address any questions or concerns to help improve the school. At Harborside, we consider our parents to be active participants in shaping the direction of the school along with the school staff. Many of our parents volunteer in the classrooms, provide morning supervision and our curriculum nights are designed keep parents informed about assessment, curriculum and instruction. We have an active Parent Room where parents can take classes, help teachers, volunteer, and have a welcoming environment when they are on campus. Parents are provided with educational resources and strategies to strengthen the home and school connection. Additionally, we work with and collaborate with the Promise Neighborhood partnership to work with a Parent Liaison (Promotora) who promotes parent involvement, volunteerism, and works to support all our parent connections and community structures. This year, we have all of our meeting Virtual and evening meetings. We also have had several surveys sent out for family input.

Parent involvement is highly encouraged at Harborside and workshops are offered throughout the year to support parents with the necessary skills needed to help their child at home.

**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)**

Harborside Elementary is appropriately staffed with professional individuals who believe in the achievement of all students. We have a Principal, an Associate Principal, and 28 certificated classroom teachers on the campus, including four special education. In addition, Harborside has certificated and classified support personnel who work in various roles to support student learning: psychologist, one intern social worker, occupational therapist, two speech and language pathologists, modified physical education teacher, behavior specialist instructional assistant, and a Promotora.

The staff at Harborside has a variety of expertise related to school safety and maintaining a safe environment for students. The staff attends a variety of professional development workshops and trainings each year. Our staff has access to the following professional development trainings:

- \* Site Emergency Procedures Plan
- \* Emergency Procedures
- \* CPR and First Aid
- \* Non-Violent Crisis Prevention (CPI)
- \* Dealing with Difficult Behaviors
- \* Positive Behavior Intervention Support (PBIS)
- \* Restorative Practices
- \* Sanford Harmony
- \* District MTSS
- \* Professional development for our school focus in literacy.

**Social Emotional Learning and School Climate**

Harborside is dedicated to create a positive environment for students to reach their maximum potential. Harborside has created a Positive Behavior Interventions and Support committee (PBIS). The committee is working on creating a consistent practice in dealing with discipline in a positive and restorative manner. The committee will be working on creating the supports and interventions for the three tier system. The committee has created four core values with the acronym of ROAR. Students are expected to use respect, ownership, acceptance and responsibility when present in all the different settings in our school campus. A behavior flowchart has been established to address the different stages of discipline. All staff members have received the Sanford Harmony team building kit to implement in the classroom. Teachers will be instructing one Harmony lesson per week and conducting community circles daily. As part of the ongoing professional development, quarterly training for PBIS have been calendared. The committee created ROAR tickets as part of the incentives to motivate them to follow core values.

**Safety**

Safety is a key value at Harborside Elementary. All potential district employees are screened and fingerprinted to help ensure a safe learning environment for all students. An emergency card is on file for each child in the health office, and teachers also have emergency information cards in the classroom. Parents are asked to notify the school and classroom teacher when their contact information changes. The entry and exit of volunteers and visitors is closely monitored through registration and tracking by the Raptor Visitor Management System. There is adequate supervision during all recesses. Children and playground supervisors are instructed on the proper use of equipment at the start of each school year and as needed throughout the school year. The School Safety Plan was approved on January 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	3.3	3.4	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	10	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	1
Social Worker	
Nurse	0.7
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	4

\*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	22	2	4		21	1	4		19	2	4	
1	17	5			25		4		17	3	2	
2	21	2	2		20	2	2		18	2	4	
3	21	2	3		19	4			17	3	2	
4	30		3		23	2	3		18	3	2	
5	28		3		24	1	3		17	3	3	
6	24	1	4		23	1	3		24	1	3	
Other**	14	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			

Staff development activities are planned, carried out, and evaluated for the purpose of improving the knowledge and skills of all our staff members based upon a careful analysis of student data. Examples of student data analyzed include: Language Arts and Mathematics data, Benchmark Assessments, Writing Performance Tasks, Local Measures (Reading, Writing and Mathematics), and ELPAC data. Activities take into consideration the effect of staff development on the instructional program for all students. Based upon the analysis of student data, the following professional development activities were focused on:

Professional development has been around Distance Learning--providing small group instruction and engaging strategies. Teachers also have differentiated PD to meet their needs.

#### 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

Most expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Instructional support services (nurse, school principals and clerical staff, psychologist, curriculum support, and instructional media) along with building/grounds maintenance, utilities, and pupil transportation, account for more than 26 percent of the total expenses. Other costs include retiree benefits, interest expenses for short-term borrowing, and a portion of retirement costs for non-certificated employees.

We have a PBIS committee that is committed to building peace and positivity with students. We have implemented Sanford Harmony and have put funds in place to roll out a successful program and for professional development. We have an Instructional Assistant Behavioral Specialist and extra Psychologist time funded to help support students' behavioral and emotional needs.

We have a Resource Teacher which provides coaching for Distance Learning instruction, engagement, and provided Tier II reading intervention to small groups of struggling readers.

After-school and before-school programs have been implemented at the site to focus on students who are not performing at grade level as determined by the CAASPP, ELPAC, and Local Measures assessment data. Students are assessed in reading using Fountas and Pinnell in grades K-6 in English and Spanish (DI). Achieve 3000 and Imagine Learning English, SIPPS are major components of our after-school support program. Newcomers receive support through designated ELD and Imagine Learning.

#### 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	13,831.02	5,175.23	8,655.79	76,166
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	-7.1
School Site/ State	11.0	-10.0

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