



Greg Rogers Elementary School

510 East Naples Street • Chula Vista, CA 91911 • (619) 656-2082 • Grades K-6

Janette Ridgels, 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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District Governing Board

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**Deputy Superintendent, Business
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**Assistant Superintendent,
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School Description

Vision: Students of Greg Rogers Elementary School will be prepared, productive, literate, critical thinkers who contribute to a global society in the 21st Century.

Focus: Rogers Instructional Focus is teacher clarity. When teachers are clear about what students are learning and how they can be successful in learning it student learning can reach its full potential. Rogers is focused on increasing achievement for its English Language Learners through daily designated English Language Development instruction.

Greg Rogers School is a unique campus that serves both general education students and students with disabilities. There are approximately 400 preschool through 6th-grade students currently enrolled at this site. The special education population consists of approximately 150 students ranging from students with learning disabilities to students with severe disabilities. Services are also provided for a state-funded preschool program. Housed at Greg Rogers is California Children Services for occupational and physical therapy, Parent Intervention Program(PIP), Support Team For Autism Spectrum And At-Risk Students(STAARS), and the Occupational Therapy program. All students at Rogers Elementary are held to the highest academic standards and all teachers have high expectations for student achievement. At Rogers, we believe Once a Pirate Always a Pirate and we practice Pirate P.R.I.D.E in many ways. Pride stands for Practicing Procedures, being Respectful, being Inclusive, being Dependable and Aiming for Excellence.

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	53
Grade 1	44
Grade 2	48
Grade 3	50
Grade 4	57
Grade 5	64
Grade 6	67
Total Enrollment	383

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.3
Asian	0.5
Filipino	8.4
Hispanic or Latino	70.8
Native Hawaiian or Pacific Islander	0.3
White	10.2
Two or More Races	3.1
Socioeconomically Disadvantaged	61.6
English Learners	26.4
Students with Disabilities	36.8
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 Greg Rogers	18-19	19-20	20-21
With Full Credential	24	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

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 Greg Rogers 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 and school have 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, electronic communication, and research.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Learning for Kindergarten to Sixth Grade Adopted Spring 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GO Math Houghton Mifflin Harcourt- Kindergarten to sixth Grade Adopted Spring 2015 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)

Greg Rogers (East) was built in 1962 and Greg Rogers (West) in 1963. We were remodeled in the summer of 2004 with a completion date of September 2004. There are 35 classes serving our students' educational needs. The school has an administrative wing of offices, a multipurpose room, kitchen, adaptive physical education room, a sensory room, and a therapeutic swimming pool.

Classroom space at our 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.

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	201 Kinder CR: stained carpet 503 CR: carpet stains. 704 CR: warped ceiling tile 706 CR: scratched ceiling tile 709 CR: Carpet stains, broken outlet covers Custodial Room: chip paint on corner wall. Kinder Work Room: Paint peeling around vent ceiling. Kitchen: Tile stains. Lounge: holes in wall from TV mount. Office: Stains on walls. Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	711 CR: Door closes to fast, household products under sink stained carpet Multi-purpose Room: Utility room floor dirty, household products under sink.
Electrical: Electrical	Good	403 CR: 1 lamp out, door closes to fast, small refridgerator under sink 505 CR: Household products, electrical outlet (multiple), hook to another; small refridgerator under sink 709 CR: Carpet stains, broken outlet covers Bldg. 500 Custodian: light fixture missing guard; missing door closure cover Bldg. 500 Office: Door not closing properly, blue coverings over lights. Multi-purpose: missing light cover; improper storage of gas can and blower

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	708 CR: Drinking fountain loose. 710/711 Restroom: Loose toilet seat. Lounge: missing faucet access cover Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Safety: Fire Safety, Hazardous Materials	Good	403 CR: 1 lamp out, door closes to fast, small refridgerator under sink 505 CR: Household products, electrical outlet (multiple), hook to another; small refridgerator under sink 710 CR: Cleaning products under sink 711 CR: Door closes to fast, household products under sinkstained carpet Admin PE Room: Block door to MPR. Multi-purpose Room: Utility room floor dirty, household products under sink. Multi-purpose: missing light cover; improper storage of gas can and blower
Structural: Structural Damage, Roofs	Good	308 CR: projector not mount on ceiling, door closes to fast

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	305 CR: door closes to fast 306 CR: Front door closes too hard. 307 CR Computer Lab: Some blinds broken and missing. 308 CR: projector not mount on ceiling, door closes to fast 401 CR: Door closes to fast. 403 CR: 1 lamp out, door closes to fast, small refridgerator under sink 501 CR: door closes too fast 711 CR: Door closes to fast, household products under sinkstained carpet 802 SDC Preschool: Door entry not closing properly Bldg. 300 Safety Patrol: converted to school psychologist office it has no sign Bldg. 400 Work Room: door doesn't close properly Bldg. 400/500 RR: rusted door vents; boys rr door closure broken Bldg. 500 Work Room: door doesn't close properly Bldg. 500 Custodian: light fixture missing guard; missing door closure cover Bldg. 500 Office: Door not closing properly, blue coverings over lights. Bldg. 500 Speech Room: Door close to fast. Playground: yellow car missing bolts ; play toy small step and all landings need replaced Pool: anti Skid flooring in Boys R/R peeling, door knob hard to put in key from pool to PE room, floor is peeling, rust on door frame.
Overall Rating	Good	

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	51	N/A	64	N/A	50	N/A
Math	34	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	20	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 Janette Ridgels Phone Number: 619-656-2082

Research shows a high correlation between parent involvement and effective schools. Greg Rogers School has an active Parent-Teacher Association (PTA), which sponsors many projects for the benefit and welfare of the children.

The School Site Council plays an integral part in the programs and activities of the school by providing direction to staff on most site decisions and on the School Site Plan. All students are encouraged to contribute to their community and their school, thus our Student Council participates in fundraising activities such as Jump Rope for Heart, food drives and toy collections.

During the school year, a series of workshops are offered to parents through training opportunities and through our English Language Advisory Committee meetings that included sessions on Social Emotional Learning, Positive Behaviors and Supports, and state and local measures testing information. To address the Wellness Policy the school holds Special Olympics on a yearly basis. Parents, students, and community volunteers participate in activities geared towards a healthy, active lifestyle for all.

Spanish translation is available.

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)

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, bullying prevention week, restorative practices, Peace Patrol, School Safety Patrol, and Positive Behavior Interventions and Supports. We practice procedures for each location on campus to ensure a safe campus for all. Our school safety committee has created an effective plan to address the four pillars of safety during COVID. In addition procedures for dismissal and drop off, lunch, social distancing, and hygiene were created to ensure safety for all. The Safety Plan was approved in January 2021 by our Site Council.

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	0.6	3.1	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	3.1	0.6	2.5
Expulsions	0.0	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	2
Social Worker	
Nurse	2
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	1
Other	1.5

*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	15	4			16	3	1		10	4		
1	23		2		20	1	1		19	2		
2	21	1	2		21	1	1		14	3		
3	21	1	2		19	1	2		20	2		
4	29		1		16	2	1		21	1	1	
5	23	1	2		20	2	2		15	2	1	
6	22	2	2		20	2	2		25	1	1	
Other**	13	2							10	9		

*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 members at Greg Rogers understand the importance of quality instruction. Grade level collaboration meetings and professional development assist teachers in coordinating instructional strategies to maximize effectiveness. Professional Development is also obtained through Professional Learning Cycles where teachers go through a cycle of training, safe practice, peer observation, and revision. At Rogers, we are implementing, Wilda Storm writing strategies across all grade levels. This is a solid research-based program providing many common core instructional strategies. Wilda in conjunction with district-adopted curriculum provides balanced literacy and increases overall school performance for all students. Based on the analysis of our data, our Instructional Leadership Team determined that our focus for professional development would be on Visible Learning including teacher clarity in the distance learning environment, and Collaborative Conversations. We are also continuing our learning this year around Social Emotional Learning. Professional development is provided in many ways including during teacher collaboration, staff development days/times, and sometimes off-site. Implementation of professional development is supported by in-class coaching, peer observations within the professional learning cycle, and walkthroughs.

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	26,257.54	16,314.57	9,942.97	82,141
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	0.5
School Site/ State	24.8	-2.5

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

Types of Services Funded

This year we have utilized LCAP and Title 1 funds to support quality first instruction through the implementation of WILDA Storm, Write Up a Storm support, Designated English Language Development, High Impact Language Strategies including Collaborative Conversations, Guided Language Acquisition Design (GLAD) strategies, and Math Discourse routines. After school tutoring has been provided in the area of mathematics, language arts, and English language development. In addition, we have provided our Gifted and Talented students with after-school Science, Technology, Engineering, Art and Math (STEAM) enrichment and Spanish.

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.