



EastLake Elementary School

1955 Hillside Drive • Chula Vista, CA 91913 • (619) 421-4798 • Grades K-6

Dr. Eric J. Banatao, 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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School Description

EastLake Elementary School is one of 49 schools in the Chula Vista Elementary School District, including charters. The school is located in the EastLake community of Chula Vista, and serves the neighborhoods of EastLake Hills and EastLake Shores. In addition, our site receives students from the surrounding EastLake and Otay Ranch neighborhoods. A large parking area and landscaped grounds greet visitors, staff and students. Each of the five buildings has four classrooms, a workroom, and office/study rooms. In addition, there are 11 portable classrooms.

EastLake Elementary School has a strong sense of community. We pride ourselves on being visitor friendly, service-oriented, and child-centered. Our Eagle Family works together in making decisions while accepting responsibility for the success of our children.

Our PTA has been very active with many sponsored events throughout the year. In addition, our site features Visual and Performing Arts (VAPA) teachers in the areas of Music, Theater Arts, and Visual Arts/Graphic Design, who also serve as cross-curricular Support Teachers who reinforce language arts, mathematics, and technology standards.

Mission

EastLake Elementary educates the whole child by nourishing a student's social, academic, and verbal growth. Through in-school and after school enrichment activities, our students develop into independent, kind, responsible citizens who are prepared academically and intra-personally for college and career.

In support of our mission, we have goals in our site plan to support achievement in English / Language Arts, Reading, and Mathematics. Achievement and progress are monitored using a variety of data sources: CAASPP, CELDT, Triennial Progress Reports, Local Measures, and site formative assessments.

Our school-wide focus is in the area of California State Standards, enhancing student speaking and listening skills with an emphasis on the development of English Language Learners. Students work to increase the ability to read quickly, and effortlessly with meaning and expression, while focusing on the meaning and vocabulary words.

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	108
Grade 1	72
Grade 2	82
Grade 3	96
Grade 4	91
Grade 5	72
Grade 6	75
Total Enrollment	596

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.3
Asian	2.5
Filipino	6.5
Hispanic or Latino	67.8
Native Hawaiian or Pacific Islander	0.8
White	15.8
Two or More Races	1.5
Socioeconomically Disadvantaged	38.9
English Learners	12.6
Students with Disabilities	14.1

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 EastLake Elementary	18-19	19-20	20-21
With Full Credential	28	29	27
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 EastLake Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced and Benchmark Adelante (English and Spanish). Adopted Spring 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math 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 EastLake 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. Our custodial staff performs basic cleaning operations daily. A new Kindergarten playground has been installed. The school has been re-carpeted in all areas except the administrative areas. Projectors have been mounted in all classrooms. This will not only allow for more space, but enhance the learning experience using various technology lessons. Several diseased trees were removed in 2010. New trees have been re-planted in the areas in front of the school and on our play fields.

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: 10/1/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	202 Office: Cracked ceiling tile Admin reception: Counter door falling off CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 302: Corrosion under sink; low pressure; countertop not flush lifted a little CR 701: missing blinds, small piece off tile missing by back door CR 708: old sink removed needs carpet patched and covebase, missing blinds CR 710: Ceiling tile damaged Health office: Window seals dirty Kitchen storage: Locker not secured; 1 light cover stain, patch and paint hole in wall Kitchen: Outside Kitchen tackboard damaged, old anchoring holes in ceiling need patch and paint, stucco/concrete broken off in dumpster area Library Boys RR: Stained walls; dirty vents Library Girls RR: Stained walls; door vents dirty; light cover dirty; door vent cover bent Mail room: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	200 Work Room: stained carpet CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 204: Chipped ceiling tile; stained carpet, dirty data outlet CR 501: Stained carpet; damaged cabinet doors under sink, office damaged ceiling tile CR 711: Vents dirty, stained; ceiling tile dirt stains, sink cabinet door loose; cracked ceiling tile Library: 2 lights out; stains on carpet; vents dirty

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	601/603 storage/office: Outlet box missing cover; stained ceiling tile CR 602: light fixture cover broken r/r CR 709: hole in tack panel old electrical box removed CR 712: two lamps out Library: 2 lights out; stains on carpet; vents dirty Multiple Purpose: Back stage, Exit blocked, wheel chair lift blocked. Tack board damaged; rug stains, 2 lights out; 1 track light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Work Room: stained carpet CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 401: P-Trap corroded CR 501: Stained carpet; damaged cabinet doors under sink, office damaged ceiling tile CR 503: P-Trap corroded CR 711: Vents dirty, stained; ceiling tile dirt stains, sink cabinet door loose; cracked ceiling tile Library Office: dripping sink faucet; Staff lounge: Faucet needs aerator; paint and ant & roach killer (non toxic) under sink
Safety: Fire Safety, Hazardous Materials	Good	CR 601: Sink needs caulk, Lysol spray under sink; dirty vents; 2 spray bottles not marked; 1 light out; stained carpet Multiple Purpose: Back stage, Exit blocked, wheel chair lift blocked. Tack board damaged; rug stains, 2 lights out; 1 track light out Staff lounge: Faucet needs aerator; paint and ant & roach killer (non toxic) under sink
Structural: Structural Damage, Roofs	Good	400 Work Room: stained ceiling tile Kitchen: Outside Kitchen tackboard damaged, old anchoring holes in ceiling need patch an paint, stucco/concrete broken off in dumpster area
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 701: missing blinds, small piiece off tile missing by back door CR 705 YMCA: door hard to close CR 706: stain on carpet, missing blinds CR 707: missing blinds Playground: DG washing down onto asphalt
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	77	N/A	64	N/A	50	N/A
Math	69	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	37	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: Dr. Eric J. Banatao

Contact Phone Number: (619) 421-4798

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have Parent Information Nights to keep parents informed about assessment, curriculum and instruction and we provide parents with ways in which they can become partners with us in the education of their children.

Parents are an integral part of our decision-making process at EastLake. The School Site Council (SSC) meets monthly to review, revise and update the School Plan for Student Achievement. The plan ensures student achievement through a rigorous academic program offering equal access for each student. The SSC oversees the allocation of our Site Budget and Local Control Funding monies. The English Learner Advisory Committee meets quarterly to make sure the needs of the ELL students are being met. The Parent Teacher Association (PTA) supports the school by providing funds and activities that benefit the whole school. Some of the programs funded by them are: library books, teacher grants, field trips, school assemblies, after school sports, and technology. This year there are approximately 155 parent volunteers working in classrooms, the library, and in the office. We have developed formal and informal partnerships throughout the community with many business and organizations. These include: The EastLake Company, The EastLake Village Centers I & II, Chula Vista Police Department; Chula Vista Fire Department #6; U.S. Border Patrol; and EastLake Middle School and High School. In addition, the EastLake Education Foundation (EEF) donates nearly \$20,000 each year to support technology implementation.

The EastLake School site serves as a center for community activities. After-school student activities include DASH, YMCA, Scouts, cartoon & animation, computer coding, robotics, dance, flag football, basketball, soccer, and music classes. Weekend activities include a variety of sports and community groups.

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 is promoted by activities that include emergency, lock down and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, No Place for Hate activities, and School Safety Patrol. Other ways EastLake helps support an environment conducive to learning include: All new teachers to the school were given the Parent Handbook which outlines school-wide expectations; Teacher expectations for developing an effective classroom environment were given by the school principal; A school-wide discipline plan was developed and individual classroom discipline plans are reflective of the school plan; There is adequate playground supervision; Parent volunteers and visitors are allowed on campus after signing-in through the office and are required to wear a Visitors Pass; A Yard Duty Aide and Morning Student Safety Patrol supervise students during breakfast prior to the start of school.

Comprehensive School Safety Plan approved by School Site Council in September 2019.

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	1.0	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		0.6	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	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
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	18	4	3		19	3	3		15	3	4	
1	24		4		24		3		18	2	2	
2	19	2	2		23		4		17	2	3	
3	24		2		24		3		20	2	3	
4	24		3		19	3	1		24	1	3	
5	23		2		21	2	1		18	2	2	
6	26		3		23	1	2		19	1	3	
Other**	12	2										

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

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	22	22	

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

Staff development topics for 2017-2018 include: 1) Analysis of 2016-2017 student assessment data, 2) Professional Development in the areas of small group management. 3) Professional development in the area of ELD instruction, GLAD instructional strategies, and Wilda Storm; 4) Math talk and collaborative math problem-solving.

Staff development topics for 2018-2019 include: 1) Analysis of 2017-2018 student assessment data, 2) Professional development with high impact language strategies to foster speaking and listening; 3) Professional development in the area of student assessment, data analysis; and 4) Math talk and collaborative math problem-solving.

Staff development topics for 2019-2020 include: 1) Analysis of 2018-2019 student assessment data, 2) Professional development with high impact language strategies to foster speaking and listening; 3) Math talk and collaborative math problem-solving; 4) Social-Emotional learning and building classroom culture through Restorative Practices.

ESSC Resource Teachers are accessed for training and instructional information. Collaboration time has been implemented to provide teachers with structured time for analysis of data and instructional practice. A District Resource Teacher (Academic Coach) was first hired in 2014-2015 for support to teachers and to provide professional development for staff.

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	12,969.39	4,790.78	8,178.61	77,656
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	-5.1
School Site/ State	5.4	-8.1

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

Types of Services Funded

A combination of site LCAP and Title I funds are used to support our Reading Intervention Program. Identified students in grades 2-6 receive small group reading instruction. In addition, targeted students in grades 2-6 participate in after-school extended day programs to help master skills. Students below grade level and students designated ELL will receive additional support after school 1-2 days per week in the areas of Language Arts and Math. Further, a part-time program support team provides enrichment opportunities for students in the areas of physical education, art, and science while also providing release time for teachers to collaborate around curriculum, instruction, and assessment.

Surveys of the school community assist with the identification, prioritization, and expenditure of Categorical and site control funds.

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.