



Veterans Elementary School

1550 Magdalena Avenue • Chula Vista, CA 91913 • (619) 216-1226 • Grades K-6

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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District Administration

Dr. Francisco Escobedo, Ed.D.
Superintendent
Jeffrey Thiel, Ed.D.
**Assistant Superintendent, Human
Resources Services and Support**
Oscar Esquivel
**Assistant Superintendent, Business
Services and Support**
Matthew Tessier, Ed.D.
**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Veterans Elementary opened in 2005, serving a K-6 population. The school is located in southeast of San Diego County in the city of Chula Vista. It is located in an area of new homes and apartments. Veterans is about five miles from the U.S./Mexico border. Veterans was the 43rd elementary school to open in the Chula Vista Elementary School District. The school has four permanent classroom pods, a library media center, an auditorium, and an administrative building.

We have a very diverse student population. Approximately 23% of the students qualify for the free and reduced National School Lunch Program. Approximately 24% of the students are English Learners, 12% qualify for GATE, 40% are Filipino, and 40% are Hispanic. There are 34 general education teachers, 3 special education teachers. We have a full-time Associate Principal, a full-time Resource Teacher, two Speech Teachers, 2.5 days/week with a nurse on site, and 4 days/week with a psychologist on site.

Veteran's mission is to provide all children with a world class education.

Veterans Elementary School provides a safe, nurturing, supportive learning environment for every member of the school community. We foster the continuous academic and social growth of all students by engaging them in challenging, enriching learning experiences that meet their individual needs and prepare them for life in the 21st century. This is accomplished by immersing students in a Common Cores Standards curriculum, which demonstrates relevance to their lives, provides in-depth experiences in all curricular areas and provides a strong foundation for future learning. The building blocks of the academic program are commitment, competency, communication, and collaboration. Staff members take responsibility for basing instruction on best practices by engaging in ongoing professional development through research, reading, and collaboration. Teachers are adept at using ongoing assessments and data to guide instruction. Emphasis is placed on adherence to grade level content standards, ongoing assessment, differentiation, and grade level collaboration. Techniques, strategies, and results are shared with parents on an ongoing basis, thereby giving parents the opportunity to be true partners in the academic growth of their children.

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	114
Grade 1	134
Grade 2	128
Grade 3	123
Grade 4	139
Grade 5	136
Grade 6	118
Total Enrollment	892

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0
Asian	5.3
Filipino	22.6
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.4
White	10.8
Two or More Races	5.7
Socioeconomically Disadvantaged	22.3
English Learners	21.9
Students with Disabilities	10.1
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Veterans Elementary School	15-16	16-17	17-18
With Full Credential	37	38	38
Without Full Credential		0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Veterans Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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 2017-18)

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: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Adopted, Adopted in 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16. 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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Veterans added 6 new classrooms during the summer of 2010. This allows more space to ensure that all students living within the area can be placed at their neighborhood school rather than being overflowed to a nearby school site. Classroom space at Veterans Elementary School is adequate to support our school's current enrollment. There is room for growth in enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. The school custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/6/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			403 CR: CO2 sensor missing cover , cabinet doors under sink needs adjustment 409 Resource: per teacher - heater not working properly; 1 ceiling tile hanging out of grid
Interior: Interior Surfaces		X		300 Boy's RR: holes in terrazzo , holes in partion 300 Girl's RR: sink needs chaulking , holes in terrazzo 300 N Resource Room: file cabinet not secured , tackboard patch coming loose 300 Work Room: exposed wires , countertop laminate chipped , file cabinet not secured 403 CR: CO2 sensor missing cover , cabinet doors under sink needs adjustment 501 CR: sliding white board missing handle , drinking foutain loose 502 CR: 1 ceiling tile hanging out of grid , 4 lights out 503 CR: 2 ceiling tiles stained 600 Boys RR: terrazzo chipped at urinal , brace for partion loose 600 Custodian: hole in wall door does not close properly 600 Staff RR: broken ceramic tile 601 CR: broken ceramic floor tile in restroom 603 CR: ceiling access door not closed all the way , teachers cabinet door needs adjustment , door doesn't properly close ,CO2 senser cover broken 604 RR: holes on ceramic tile 607 RR: vent pushed in and dirty 607 CR: hole in ceiling 608 Resource Room: 1 cracked ceiling tile 703 CR: 1 ceiling tile cracked; drinking foutain loose 705 CR: 1 ceiling tile cracked, 1 ceiling tile with broken corner; 706 CR: 1 ceiling tile hanging off grid; 1 ceiling tile with broken corner; drinking fountain loose Library/Media Center: 1 stained ceiling tile; 1 ceiling tile hanging off grid book cases not secured MP Boy's RR: hand dryer inoperative ,mirror discolored MP fire riser external: signage missing; roof access ladder blocked MP: tackboard dirty , stained carpet , Stage Storage: light diffuser partially opened Stage: hand rails loose , back wall damaged , back stairs blocked by cooler wall damage left steps

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/6/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				YMCA/CC: left restroom - vent dirty; motion sensor light hole ,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			302 CR: carpet spotted; broken pencil sharpener @ sink 303 CR: carpet spotted 304 CR: carpet spotted; 1 stained ceiling tile 307 CR: stained ciling tile Library/Media Center: 1 stained ceiling tile; 1 ceiling tile hanging off grid book cases not secured YMCA/CC: left restroom - vent dirty; motion sensor light hole ,
Electrical: Electrical	X			300 S Resource: exposed wires , file cabinet not secure 300 Work Room: exposed wires , countertop laminate chipped , file cabinet not secured 500S: 4 lamps out; clock missing - exposed wires 502 CR: 1 ceiling tile hanging out of grid , 4 lights out Health Office: loose outlet by sink MP Boy's RR: hand dryer inoperative ,mirror discolored MP External Mechanical: electrical panel blocked Stage Roof access: electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			300 Girl's RR: sink needs chaulking , holes in terrazzo 305 CR: Drinking foutain low pressure 405 CR: fountain loose 501 CR: sliding white board missing handle , drinking foutain loose 606 CR: fountain low 703 CR: 1 ceiling tile cracked; drinking foutain loose 706 CR: 1 ceiling tile hanging off grid; 1 ceiling tile with broken corner; drinking fountain loose
Safety: Fire Safety, Hazardous Materials	X			300 custodian next to rrs external: Ortho insect killing 1 gallon spray , outside walls dirty 505: fire extinguisher blocked, holes in tackboard Admin Signal: roof access ladder blocked MP fire riser external: signage missing; roof access ladder blocked Stage: hand rails loose , back wall damaged , back stairs blocked by cooler wall damage left steps

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400 Custodian Office: door lock spins 500 electrical external: door lock spins; door doesn't shut all the way 600 Custodian: hole in wall door does not close properly 602 CR: door doesn't shut all the way ,outside door catch needs adjustment , Kitchen Storage: file cabinet and racks not secured , hole in FRP , door from M.P. to kitchen chipped Play Toy: climbing wall has broken corners in front - sharp edges
Overall Rating	Exemplary	Good	Fair	Poor
		X		
Met with principal who spoke with custodial staff to arrange for the necessary 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	74	78	62	62	48	48
Math	67	75	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	82	68	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.4	34.3	19.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	125	122	97.6	68.0
Male	62	60	96.8	78.3
Female	63	62	98.4	58.1
Black or African American	13	11	84.6	36.4
Filipino	32	32	100.0	78.1
Hispanic or Latino	60	60	100.0	63.3
White	11	11	100.0	81.8
Socioeconomically Disadvantaged	30	29	96.7	44.8
English Learners	13	13	100.0	30.8
Students with Disabilities	14	13	92.9	61.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	503	500	99.4	78.4
Male	249	249	100	73.9
Female	254	251	98.82	82.87
Black or African American	34	34	100	70.59
Asian	24	24	100	79.17
Filipino	118	118	100	87.29
Hispanic or Latino	241	240	99.59	72.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	39	95.12	89.74
Two or More Races	40	40	100	82.5
Socioeconomically Disadvantaged	130	129	99.23	62.79
English Learners	131	130	99.24	72.31
Students with Disabilities	47	47	100	42.55
Foster Youth	--	--	--	--

Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	503	501	99.6	74.6
Male	249	249	100	74.7
Female	254	252	99.21	74.5
Black or African American	34	34	100	67.65
Asian	24	24	100	87.5
Filipino	118	118	100	86.32
Hispanic or Latino	241	241	100	63.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	41	39	95.12	87.18
Two or More Races	40	40	100	87.5
Socioeconomically Disadvantaged	130	129	99.23	55.47
English Learners	131	131	100	66.41
Students with Disabilities	47	47	100	40.43
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact persons:

Froylán Villanueva, Principal
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Alicia Flores, Associate Principal
alicia.flores@cvesd.org

Contact Phone Number: (619) 216-1226
Fax Number: (619) 216-9226

Parents/guardians have the opportunity to volunteer in the classroom or at various offices on the school site. Parent/guardians are asked to sign in and wear a volunteer badge to identify them as volunteers. In addition, parents/guardians can run for the School Site Council (S.S.C.) and the Parent Teacher Association (P.T.A). Other opportunities for participation include English Learner Advisory Committee (E.L.A.C.), Safety Committee, Coffee with the Principal Meetings, Military Meet and Greet Meetings, Back to School Night, Fall Festival and by volunteering in classrooms.

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

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. It is approved through the School Site Council and this took place in November 2017. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year we have created a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.1	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist	1
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	22	1	1	1	5	5	4			
1	24	24	25				5	5	5			
2	21	22	22	3		2	3	5	4			
3	24	22	24	1	3		5	3	5			
4	25	29	30	1			4	5	4			
5	30	28	25				3	4	6			
6	26	25	25	1	1	1	5	5	4			
Other			12			1						

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

Professional Development provided for Teachers

The school staff participates in professional development as determined by the Instructional Leadership Team (ILT) and in alignment with the district instructional focus and school goals. The past two years, the entire certificated staff received professional development in writing through the San Diego Area Writing Project, through UCSD. This year, all staff have participated in professional development this year in Guided Language Acquisition Design (GLAD). This professional development has been provided through professional development in staff meetings, teacher collaboration, and working with district support staff. Feedback is provided through Data Meetings to discuss student performance. A total of 3 sessions of professional development is implemented throughout the school year. In addition, the ILT and administration have provided professional development for implementation and use of formative assessments and writing. There is a strong emphasis in writing and the three text types (Opinion/Argument, Informational/Explanatory, and Narrative) and the entire staff has received professional development. Extra emphasis has been placed on Writing and Rigor. Writing instruction is integrated in all core content areas with continuous spiraling of the three text types. All these efforts are in alignment with our goals and providing support for our target populations of English Language Learners, Special Education students, as well as socio-economically disadvantaged students. Professional development is also being provided in the area of mathematics specifically in the area of assessment development. The professional development plan is reviewed and developed based on student data and needs as well as achievement.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,228.10	\$2,348.48	\$6,879.62	\$75,937.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-6.8	5.7
Percent Difference: School Site/ State			14.7	1.0

* Cells with ♦ do not require data.

Types of Services Funded

Supplemental and categorical funds are used to enhance the academic program addressing the needs of all students, including GATE and English Learners. Currently, a GATE certified teacher is employed to work with the students. To increase reading skills, we utilized Accelerated Reader, a computerized testing system that allows students, staff, and parents to keep track the child's reading performance throughout the year. Another program implemented is Achieve3000, where students experience differentiated instruction for non-fiction reading. We also implement Imagine Learning (IL) for our English Learners and for English speaking students who need support. Imagine Learning allows for strategic language support and academic language development via one-on-one instruction through engaging activities specifically designed to meet their individual needs. We complement Imagine Learning with Designated English Language Development (ELD), which take place on a daily basis. We also provide Eureka Mathematics which has benefited our students and had a positive impact on our assessment data.

Our Jumpstart Reading and Extended Day programs are in place to assist students who scored in the Not Met range and/or significantly low in ELA local assessments. The focus is in English Language Arts. The goal of this after school academic enrichment opportunity is for students to master grade level content. Students from Gr. 3-6 participate in small group instruction three hours a week with fully certified Veterans teachers. A math after school program is also offered to students in Gr. 3-6 who scored Nearly Met in the previous CAASPP and/or local math assessment. This program begins every year in January and continues through early May.

In the area of arts a physical education, training is provided to the teachers for the Building Better Bodies PE curriculum, and part-time program support staff are being employed to offer opportunities for students to engage in art, dance, drama, and science every other week.

A portion of the Limited English Proficient funding is used to pay for an Instructional Aide to conduct the required testing and provide small group instruction for students. In addition, the funds are utilized for materials to support ELD (English Language Development), computer tech support, and support materials to differentiate the instructional program for students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.