

Salt Creek Elementary School

1055 Hunte Pkwy • Chula Vista, CA 91914 • (619) 397-5494 • Grades K-6
Mrs. Lalaine Perez, Principal / Mrs. Ashley Vasquez, Associate Principal, Principal
lalaine.perez@cvesd.org

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



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

Leslie Ray Bunker
Armando Farias
Laurie K. Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo

District Administration

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

Mission:

- Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.

Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

Academic Focus:

- School wide teachers implement the concept of LIGHT: Language & Literacy, Interpersonal Intelligence, Growth Mindset/Goal Setting, Higher Order Thinking, and Technology. Professional development for teachers and instructional activities support the five key concepts in LIGHT. In addition, all teachers utilize the Pearson Learning Teams model to target common student needs by grade level.

Programs:

- Salt Creek has a strong Spanish/English Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 15 Dual Immersion classrooms, and staff meet as an entire team at least three times per year to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust GATE program, which offers differentiation as well as enrichment opportunities during the school day and after school, including Technology Club, Salt Creek Garden and Monarch Butterfly Program, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students K-6 receiving instruction in Music, Art, Drama, Dance and Physical Education.

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	100
Grade 1	136
Grade 2	132
Grade 3	125
Grade 4	145
Grade 5	167
Grade 6	163
Total Enrollment	968

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.2
Asian	5.7
Filipino	13.8
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	0.1
White	20.1
Two or More Races	5.9
Socioeconomically Disadvantaged	12.8
English Learners	26.1
Students with Disabilities	6.5
Foster Youth	0

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			
Salt Creek Elementary School	15-16	16-17	17-18
With Full Credential	40	39	39
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			
Salt Creek 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: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math K-6, English and Spanish. Adopted in 2015-2016. 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)

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 701: Fountain loose, household under sink, projector is not working, carpet stains, sink counter top broken.
Interior: Interior Surfaces	X			CR 404: (4) stained ceiling tile, pencil charper cover missing, fountain pressure low. CR 604: Carpet stains and rug stains. Work room: Some small holes on few tile cealings.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			300 work space: Missing light cover, light control blocked. 400 work room: Stain on carpet. 400 workspace: Stains on carpet. 500 North resource. Room. Psychf: Cob webs on doors. 600 storage: Needs to clean and wall damage. Childcare: Ants on windows. Conference: Cobwebs on the back of cabinets. CR 305: house holds, carpet stains. CR 406: Fountain faucet broken, broken blind stick closer, carpet stains. CR 501: Carpet stains next to sink. CR 504: loose fountain, house hold under sink, stain carpet. CR 702: Carpet stains. CR 703: Carpet stains. CR 706: Electrical panel block, fountain knob loose, household under sink, stain carpet. Library: lamps out, carpet stains. mp custodian room: Needs organice, gallon paints. Multipurpose: Carpet stains and stains on doors to the lounche tables outside.
Electrical: Electrical		X		300 girls RR: Toilet doors are stain. 300 work space: Missing light cover, light control blocked. CR 304: Fountain stays on to long, door closes to strong. CR 408: CR 601: Fountain knob and water stay to long open also leaks under sink, cobwebs top of doors, projector hook up, (cooments about bad image from the teacher) CR 602: extension cords across floor, fountain knob loose, house holds under sink, exit door to work room not closing. CR 606: Light sensors bad it takes a few seconds to ligh on the classroom. CR 702: Carpet stains. Library girls RR: hand dryer inoperable, not working Library: lamps out, carpet stains.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			500 RR: Air freshener, loose toilet seat. 600 boys RR: Loose toilet seat. 600 girls RR: Two loose toilet seats and cobwebs alarm handler. CR 301: push botton knob detached CR 302: Doors closes to strong, sink faucet is loose, household under sink. CR 303: Curtain rod closer missing, fountain losse. CR 304: Fountain stays on to long, door closes to strong. CR 306: (9) push knob detached on fountain., cobwebs on corners. CR 307: faucet loose , push button knob loose CR 308: drinking foutain stays on CR 401: Fountain faucet not working, fire sensor cap missing. CR 402: Fountain knob loose, household under sink. CR 404: (4) stained ceiling tile, pencil charper cover missing, fountain pressure low. CR 406: Fountain faucet broken, broken blind stick closer, carpet stains. CR 501: Carpet stains next to sink. CR 502: (10) Plug in air freshener, fountain water pressure is lowe, house hold in classroom. CR 504: loose fountain, house hold under sink, stain carpet. CR 505: faucet loose , push button knob loose, cob webs,, pencil cover loose. CR 507: Fountain knob loose, exit door to work room not closing. CR 601: Fountain knob and water stay to long open also leaks under sink, cobwebs top of doors, projector hook up, (cooments about bad image from the teacher) CR 602: extension cords across floor, fountain knob loose, house holds under sink, exit door to work room not closing. CR 603: Fountain knob loose. CR 607: Exit door to work room doesn't stay prop upen. CR 608: foutain low pressure CR 701: Fountain loose, household under sink, projector is not working, carpet stains, sink counter top broken. CR 702: Carpet stains. CR 704: Fountain stays to long and pressure is low. CR 705: push knob detached , cleaners and pesticides under sink, cob webs on corner.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				CR 706: Electrical panel block, fountain knob loose, household under sink, stain carpet.
Safety: Fire Safety, Hazardous Materials	X			CR 502: (10) Plug in air freshener, fountain water pressure is low, household in classroom. CR 705: push knob detached, cleaners and pesticides under sink, cob webs on corner.
Structural: Structural Damage, Roofs	X			600 storage: Needs to clean and wall damage. CR 406: Fountain faucet broken, broken blind stick closer, carpet stains. CR 605: Missing cap and door closer, computer desk not working. Library men's RR: loose toilet handicap. Library women's RR: door handle loose
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			605/606 boys RR: Door not closing properly. 605/606 girls RR: Door not closing properly. Admin reception: Carpet stains, door closes to strong the front left. Back door by electrical door slams. CR 302: Doors closes to strong, sink faucet is loose, household under sink. CR 304: Fountain stays on to long, door closes to strong. CR 506: Cabinet door hitch broken. CR 507: Fountain knob loose, exit door to work room not closing. CR 605: Missing cap and door closer, computer desk not working. CR 607: Exit door to work room doesn't stay prop open. Kinder play toy: Need to raket wood chips and bring more to the slides, recommended more wood chips. Kitchen: Doors closes to fast. Stage: Cobwebs on ceiling, lamp out east of stairs, electrical room door not closing properly (stage storage) - stains on floor and walls, and door not closing. Work room: Some small holes on few tile cealings.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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	79	75	62	62	48	48
Math	66	64	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	88	89	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	15.9	40.9	37.2

* 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	165	159	96.4	88.7
Male	88	84	95.5	89.3
Female	77	75	97.4	88.0
Filipino	19	19	100.0	100.0
Hispanic or Latino	80	78	97.5	84.6
White	37	36	97.3	97.2
Two or More Races	12	12	100.0	83.3
Socioeconomically Disadvantaged	26	25	96.2	60.0
English Learners	26	23	88.5	69.6

* 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	603	578	95.85	74.52
Male	298	287	96.31	71.33
Female	305	291	95.41	77.66
Black or African American	24	23	95.83	73.91
Asian	34	31	91.18	90.32
Filipino	73	73	100	89.04
Hispanic or Latino	314	296	94.27	66.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	118	97.52	82.2
Two or More Races	34	34	100	75.76
Socioeconomically Disadvantaged	91	80	87.91	55.7
English Learners	193	182	94.3	62.64
Students with Disabilities	42	39	92.86	28.21

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	603	583	96.68	63.64
Male	298	288	96.64	62.85
Female	305	295	96.72	64.41
Black or African American	24	23	95.83	60.87
Asian	34	33	97.06	84.85
Filipino	73	73	100	82.19
Hispanic or Latino	314	300	95.54	54.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	121	118	97.52	72.03
Two or More Races	34	33	97.06	57.58
Socioeconomically Disadvantaged	91	84	92.31	50
English Learners	193	188	97.41	50
Students with Disabilities	42	39	92.86	20.51

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 Lalaine Perez, Principal, or Robert Cochran, Associate Principal, at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have regular Coffee Chats to keep parents informed about school programs, policies, curriculum, instruction, assessment and activities. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Committee, and English Learner Advisory Committee, Safety Committee, and School Site Council.

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

Required drills are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two shelter in place drills, and one annual bus evacuation drill. All visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clip Board with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan was approved by SSC in October 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.2	1.4
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.9
Resource Specialist	1
Other	
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	24	26	25				5	5	4			
1	23	26	25				5	5	5			
2	24	22	24		1		6	5	6			
3	20	23	21	1		3	6	6	3			
4	29	25	24		1	1	6	5	5			
5	25	27	24			1	5	6	6			
6	28	26	27				5	6	6			
Other	25	2			1		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

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 the past three years included:

LANGUAGE AND LITERACY:

- GLAD: Three modules of GLAD provided by Gloria Velarde and Lorena Beyfuss to support teachers in implementation of pictorial input charts, explicit vocabulary, metacognition, and use of sentence frames and chants to support English Learners, Spanish Learners, and ALL learners.
- Vocabulary's CODE: Staff development on meaningful vocabulary instruction using the strategy of Vocabulary's CODE from the book, "The Core Six: Essential Strategies for Academic Achievement in the Common Core" was provided to all staff to increase academic language for all students, particularly English Learners.
- Designated ELD: ILT provided Designated ELD training using resources from the District ILT Academy presentation by Nancy Rojas (Department of Language Acquisition), site created ELD video lessons, the Language and Literacy Toolkit from the Stanislaus School District, and the CA ELD Standards.

MATH:

- To continue to support conceptual math, District Math Resource Teacher Denise Finney has provided professional development in Number Talks and Math Writing. Content provided to teachers also support Language and Literacy in the area of mathematics. In addition, all teachers K-6 received training on our new math adoption, Houghton-Mifflin's Go Math. Professional development included training on these of the online resources.
- Site Resource Teacher will provide training in the Standards of Mathematical Practices using resources from District Math Resource Teacher Finney as follow up work with our COMPASS cohort.

Achieve 3000:

- All 2nd-6th grade teachers received training in Achieve 3000, a web-based reading comprehension program that focuses on nonfiction text and activities that support increasing Lexile to meet College and Career Readiness. Support is also given to sites throughout the year to ensure successful implementation.

Classroom Management/Behavior:

- Larry Alvarado has provided at least two staff trainings on "Classroom Management" and "How to Handle the ADHD Student in the Classroom" to provide tools for teachers on establishing a positive classroom climate for learning.

Visible Learning:

- Administration has facilitated professional learning using the book, "Visible Learning for Literacy" by Doug Fisher and Nancy Frey, which incorporates the research of John Hattie on practices and influences that make the biggest impact on student 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	\$8,486.39	\$1,934.88	\$6,551.51	\$69,038.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-9.9	-0.8
Percent Difference: School Site/ State			10.9	-5.2

* Cells with ♦ do not require data.

Types of Services Funded

Students' academic and social/emotional needs are met through a variety of programs that are supported by site and categorical funds. KIDCO meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services students once a week. English Learners at CELDT 1 and 2 are invited to an additional learning opportunity Monday-Thursday at our Imagine Learning English Morning Program in the computer lab. GATE students are also invited to our after school Monarch Butterfly Program, Technology club, Entrepreneur Academy, and Career Academy. To meet academic needs, Extended Day after school tutoring is offered in math and reading for 3rd-6th grade, and JumpStart reading intervention is offered for K-2nd grade.

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.