



Enrique S. Camarena Elementary

1650 Exploration Falls Drive • Chula Vista • (619) 591-5500 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

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Armando Farias
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Oscar Esquivel
**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.
**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Camarena Elementary School is the second newest of 49 schools, including charters, in the Chula Vista Elementary School District. Camarena School opened in July, 2013 and is located in the Winding Walk community of Eastlake. The school facility consists of two 2-story buildings that contain 32 classrooms and three 1-story buildings that contain 12 additional classrooms for a total of 44 classrooms. Every classroom contains a flat screen TV and Apple TV for projection from teacher and student digital devices. Classrooms have white board paint across one wall from floor to 8 feet to allow for student brainstorming and exploration of ideas. The Library Media Center is an open space with two flat screen TVs on either side of the space. There is a Green Screen Video Room within the Library Media Center to provide opportunities for broadcast and video production. We have 10 resource rooms that provide space for our Resource Specialist Program (RSP), Speech Therapist, Limited English Proficient aide, Psychologist, and our counselor with the Military Family Liaison Counseling Program.

Camarena's current enrollment is 1,082 students.

We are proud of our diverse learning community. Our student ethnicity breakdown is as follows:

African American - 10%

Asian - 3%

Filipino - 20%

Hispanic - 45%

Other - 1%

Two or More Races - 7%

White - 14%

Specific subgroups are as follows:

English Learners - 18%

GATE - 9%

Socio-Economically Disadvantaged - 29%

Students with Disabilities - 7%

Mission:

To make Camarena the model neighborhood school for learning in the 21st century.

Values

Camarena students and staff will ...

1. 1.be models of character demonstrating integrity, perseverance, and leadership as members of a community where they are valued for their individual strengths.
2. 2.be voracious learners, inspired to explore and know the world around them.
3. 3.be clear thinkers through structured social learning, the interplay of ideas, deep reflection, and evidence based opinions.
4. 4.be fully literate (including digital literacy) integrating their knowledge in all academic arenas.
5. 5.be excellent collaborators and communicators who listen critically and empathetically to one another and speak with clarity and effectiveness enhanced by multimedia.
6. 6.explore their passions and interests every day, publish what they are learning, and create products that exemplify their unique talents and skills.
7. 7.embrace technology to facilitate the acquisition of the best knowledge and information, the development of products and presentations, and to make connections with experts and co-learners anytime, anywhere.
8. 8.embrace languages through a Dual Immersion program and foreign language opportunities.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	142
Grade 1	160
Grade 2	144
Grade 3	148
Grade 4	160
Grade 5	153
Grade 6	168
Total Enrollment	1,075

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.1
Asian	3.7
Filipino	20.2
Hispanic or Latino	45.8
Native Hawaiian or Pacific Islander	0.3
White	13.6
Socioeconomically Disadvantaged	28.8
English Learners	17.1
Students with Disabilities	4.7
Foster Youth	0.0

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			
Enrique S. Camarena Elementary	16-17	17-18	18-19
With Full Credential	41	44	46
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Enrique S. Camarena Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* 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 2018-19)

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Brace The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Camarena Elementary construction was completed in July 2013 in time for our school opening. We have 44 classrooms, a library media center, Multipurpose room, YMCA classroom, and main office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	300B Boy's RR: Dirty vents; wall faucet is dripping 305-306 Right RR : Toilet needs caulking 400B Boy's RR: Paint peeling top of terrazzo 400B Girl's RR: Paint peeling along terrazzo 400B Work Room: walls scratched...countertop stained and dirty; nicks on walls 401-402 Left RR: Loose toilet seat; floor stains 401-402 Right RR: Loose toilet seat Admin Storage: Bookcases not mounted to wall CR 305: tack board stained CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 311: Tack board lifting

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 312: ceiling tile stained; tack board loose CR 314: tack board next to upper windows loose and coming unglued; while board dents CR 315: Stains on rug CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 403: Stains on color rug CR 407: Small rug stains CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 409: Loose tack board CR 410: cove base loose; low sink water pressure CR 411: Stains on rug; water fountain pressure low CR 413: Loose tack board trim; stains on rug CR 415: tack board trim coming unglued; white board has some nicks CR 501: ceiling tile stained; paper towel dispenser has fallen off the wall; scratched wall CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent CR 504: ceiling tile stained...back splash to countertop delaminating and needs caulking; dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 602: Stuffy room; warped ceiling tile CR 603: plug in air freshner; dirty vent Kitchen: Air conditioner not working properly; dirty vent Library/Media Center: Spot on rug Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Girl's RR: Stains on bathroom door Media Center Women's RR: Light out; toilet needs caulking Principal: Small hole on wall Resource Rm. 300D: Dirty walls Resource Rm. 400E: file cabinet not secured; wall damage Rm 201: cove base loose...outlet loose...back splash to countertop needs caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up Staff RR 400B: Small bookcase is broken Stage: right side and left side hand rail loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400A Girl's RR: Door dirty

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 503: Stain on rug; scratched ceiling tile; scratched wall; dirty vent CR 604: Dirty vent Kitchen: Air conditioner not working properly; dirty vent Rm 201: cove base loose...outlet loose...back splash to countertop needs caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up
Electrical: Electrical	Good	CR 408: carpet stained; they smell an electrical burn odor sometimes through the vent CR 502: Dirty vent Custodian/ Electrical: Blocked electrical box General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose...300-400 Bldg: tar seeping on door frame Media Center Women's RR: Light out; toilet needs caulking Stage Storage: Lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	403- 404 Left RR: Stains on floor 403-404 Right RR: Loose toilet seat; floor stains CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 313: Sink water pressure low CR 316: Sink water pressure low CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 411: Stains on rug; water fountain pressure low CR 414: tack board trim coming unglued; low sink water pressure; dirty window seals CR 416: ceiling tile stained; air freshener plug CR 504: ceiling tile stained...back splash to countertop delaminating and needs caulking; dirty vent Media Center Boy's RR: Mirror stains; toilet leaks, broken soap dispenser Media Center Women's RR: Light out; toilet needs caulking Rm 201: cove base loose...outlet loose...back splash to countertop needs

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/14/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		caulking...tile floor dirty...ceiling tile stained...boys RR vent dirty; ceiling tile pushed up
Safety: Fire Safety, Hazardous Materials	Good	CR 303: unmarked spray bottle on sink countertop CR 403: Stains on color rug CR 502: Dirty vent CR 601: cove base loose; dirty vent; stuffy room; ceiling tile pushed in CR 603: plug in air freshner; dirty vent
Structural: Structural Damage, Roofs	Good	CR 312: ceiling tile stained; tack board loose General Areas: 500 Bldg exterior: back of Bldg GFCI cover missing and two outlets loose...300-400 Bldg: tar seeping on door frame
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	400A Staff RR: door does not close all the way CR 306: door does not close properly CR 310: drinking fountain water pressure low...cove base board loose...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open); chipped white board & bottom black plastic is loose. CR 401: back splash to countertop needs caulking...tack board has paint stains...door holder on wall pulling loose from stucco wall(door wont catch properly to hold open) CR 404: door into work room does not stay proped open Playground: water fountain leaks...also fountain not draining properly Resource Rm. 300C: film on window peeling off
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	69.0	75.0	62.0	65.0	48.0	50.0
Math	62.0	64.0	49.0	51.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.3	23.2	21.9

* 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.

School Year 2017-18 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	636	623	97.96	74.64
Male	331	327	98.79	71.56
Female	305	296	97.05	78.04
Black or African American	66	66	100.00	68.18
Asian	26	24	92.31	100.00
Filipino	132	131	99.24	87.02
Hispanic or Latino	281	274	97.51	65.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	84	96.55	82.14
Two or More Races	39	39	100.00	74.36
Socioeconomically Disadvantaged	215	211	98.14	58.29
English Learners	166	157	94.58	61.15
Students with Disabilities	57	56	98.25	23.21

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 2017-18 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	636	630	99.06	64.23
Male	331	330	99.7	66.87
Female	305	300	98.36	61.33
Black or African American	66	66	100	46.97
Asian	26	26	100	100
Filipino	132	132	100	81.82
Hispanic or Latino	281	277	98.58	55.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	87	85	97.7	71.76
Two or More Races	39	39	100	64.1
Socioeconomically Disadvantaged	215	213	99.07	46.23
English Learners	166	164	98.8	50.92
Students with Disabilities	56	55	98.21	21.82

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Principal Debra McLaren, Ed.D.

eMail: debra.mclaren@cvesd.org

Phone number: (619) 591-5500

Parents and community members have ample opportunities to participate in the education of Camarena Students. Parents are encouraged to visit our campus any time during normal school hours. Please communicate with your child's teacher or the main office to schedule an appointment.

Parents have the opportunity to participate formally in one or more of the following committees that typically meet each month during the school year:

English Learner Advisory Committee (ELAC)

Parent and Teacher Association (PTA)

School Site Council (SSC)

Various other opportunities are often available for parents to support the learning of their child at Camarena including volunteering to support in the classroom and with extension activities such as field trips.

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

Camarena Elementary School is committed to providing a safe environment for students, staff, and visitors. We work closely with safety officials - police, fire, emergency medical services, and public health - in order to ensure our school is well prepared for an emergency. We have developed a comprehensive school safety plan that covers a variety of emergencies that could occur. Staff members receive ongoing training to help ensure the safety of all students. Monthly fire drills and quarterly earthquake drills are held to ensure that all students, staff and visitors are aware of procedures during these emergencies. All visitors check in at the front office and wear a visitor's pass while on site. The School Site Council approved the School Safety Plan on November 5, 2018..

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	1.5
Expulsions Rate	0.0	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	n/a
Counselor (Social/Behavioral or Career Development)	n/a
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	1
Psychologist	.6
Social Worker	n/a
Nurse	.4
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	n/a

* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	24	24				8	5	6			
1	24	23	24				6	6	6			
2	24	24	23				6	6	7			
3	23	22	21		1	2	7	6	5			
4	30	26	29		2		5	3	5			
5	31	30	28				5	6	6			
6	31	29	28				4	5	6			

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

Professional Development provided for Teachers

Staff participate in District professional development opportunities in the areas of Math, Language Arts and the implementation of Common Core State Standards. In addition to our classroom teachers, Camarena employs six part-time program support teachers to enhance the educational program.. These teachers provide instruction in the areas of visual arts, dance, music, and digital photography. While these teachers are providing instruction in these areas, classroom teachers are given the opportunity to collaborate and review instructional practices, as well as receive professional development in identified areas of need.

Our 2015-16 professional development focused on Visible Learning. We sent a team of 6 to the Visible Learning Conference in San Antonio in July and the administration attended a Visible Learning Workshop in Orange County in the fall. Our teachers have worked together in teams to design instruction with clear learning targets, success criteria, and multiple ways to seek proof of learning.

Our 2016-17 professional development focused on developing a culture of shared leadership and a focus on a balanced literacy program. Through the use of the professional learning cycle and a focus on guided reading, we have worked as a school to create a common language and criteria for instruction in the realm of guided instruction in English Language Arts.

Our 2017-18 professional development is focused on high impact language development strategies and using accountable talk across all grade levels and all curricula using a professional learning cycle.

In 2018-19, professional development will include support from resource teacher to model and/or coach as needed. The principal and vice principal will observe weekly providing quality feedback to support the instructional content knowledge and pedagogical skills of teachers. The principal and vice principal will also identify high quality teaching practices and encourage teachers who have mastered those practices to support teachers in their grade level or across grade levels.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,161.23	\$1,893.80	\$6,267.42	\$68,822.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-200.0	-4.8
Percent Difference: School Site/ State			-4.8	-13.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

In classrooms, teachers provide small group guided instruction and interventions that are implemented for students identified as at risk (SST process). The RSP Teacher provides support in school's RTI / SST process through push-in and pull out services throughout the school year. GATE students receive enrichment through after school classes taught by teachers and parent volunteers. Jumpstart reading and math programs are available after school for at risk students as well.

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).

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.