



EastLake Elementary School

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

Dr. Eric J. Banatao, Principal

eric.banatao@cvesd.org

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

Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

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

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

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

Mission

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

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, 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	119
Grade 1	101
Grade 2	80
Grade 3	59
Grade 4	69
Grade 5	63
Grade 6	72
Total Enrollment	563

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.4
Asian	2.8
Filipino	7.8
Hispanic or Latino	67.0
Native Hawaiian or Pacific Islander	0.4
White	14.7
Socioeconomically Disadvantaged	33.6
English Learners	14.7
Students with Disabilities	11.0
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			
EastLake Elementary School	16-17	17-18	18-19
With Full Credential	32	28	28
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	NA		
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			
EastLake Elementary School	16-17	17-18	18-19
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 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 Advanced and Benchmark Adelante (English and Spanish). Adopted Spring 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Go Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at EastLake Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Our custodial staff performs basic cleaning operations daily. A new Kindergarten playground has been installed. The school has been re-carpeted in all areas except the administrative areas. Projectors have been mounted in all classrooms. This will not only allow for more space, but enhance the learning experience using various technology lessons. Several diseased trees were removed in 2010. New trees have been re-planted in the areas in front of the school and on our play fields.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	202 Office: Cracked ceiling tile 301 office: Ceiling tile holes and cracked; stained rug 302 Office: Ceiling tile holes and cracked CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 301: Cracked ceiling tiles; dirty tackboard; dirty window seals CR 302: Corrosion under sink; low pressure; countertop not flush lifted a little CR 503: P-Trap corroded; light panel out; tackboard damaged and peeling CR 504: Dirty vent CR 707: Sagging ceiling tiles; spider webs window corners; countertop lifting from cabinets Kitchen: Outside Kitchen tackboard damaged Library Boys RR: Stained walls; dirty vents Library Girls RR: Stained walls; door vents dirty; light cover dirty; door vent cover bent Mail room: Stained ceiling tile Staff lounge: Faucet needs aerator; paint and ant & roach killer (non toxic) under sink
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	200 Work Room: No hot water; stained carpet CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 204: Chipped ceiling tile; stained carpet, dirty data outlet CR 301: Cracked ceiling tiles; dirty tackboard; dirty window seals CR 304: Dirty door; cobwebs on window seals; dirty vent CR 501: Stained carpet; damaged cabinet doors under sink CR 502: Dirty under sink CR 706: Cracked and sagging ceiling tiles; dirty sink; stained ceiling tiles, spider web window corners CR 707: Sagging ceiling tiles; spider webs window corners; countertop lifting from cabinets Library: 2 lights out; stains on carpet; vents dirty

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	601/603 storage/office: Outlet box missing cover; hot water not working; stained ceiling tile CR 203: Light out; stained and chipped ceiling tile; unmarked spray bottle under sink CR 503: P-Trap corroded; light panel out; tackboard damaged and peeling CR 602: Sink cabinet door needs repair; sink needs caulking; dirty vents; bottom of front door chipped CR 701: Outside light not working; dirty vents, chipped ceiling tile CR 702: Clock not working; sagging ceiling tiles CR 712: two lamps out; countertop lifting up; dirt stain on ceiling tile Library: 2 lights out; stains on carpet; vents dirty Multiple Purpose: Back stage, Exit blocked, wheel chair lift blocked. Tack board damaged; rug stains, 2 lights out; 1 track light out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Work Room: No hot water; stained carpet 500 Work Room: Hot water not working CR 202: Sink needs caulking; windows on wall need caulking; stains and rust on vents CR 303: Fountain low; drinking fountain loose; stained ceiling tile CR 401: P-Trap corroded; 1 light out; stained countertop CR 403: fountain top comes off; carpet stains; 2 lights out CR 501: Stained carpet; damaged cabinet doors under sink CR 503: P-Trap corroded; light panel out; tackboard damaged and peeling CR 711: Vents dirty, stained; ceiling tile dirt stains, sink cabinet door loose; cracked ceiling tile Library Office: dripping sink faucet; hot water no pressure
Safety: Fire Safety, Hazardous Materials	Good	CR 203: Light out; stained and chipped ceiling tile; unmarked spray bottle under sink CR 601: Sink needs caulk, Lysol spray under sink; dirty vents; 2 spray bottles not marked; 1 light out; stained carpet CR 602: Sink cabinet door needs repair; sink needs caulking; dirty vents; bottom of front door chipped Kitchen storage: Locker not secured; 1 light cover stain Multiple Purpose: Back stage, Exit blocked, wheel chair lift blocked. Tack

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		board damaged; rug stains, 2 lights out; 1 track light out Staff lounge: Faucet needs aerator; paint and ant & roach killer (non toxic) under sink
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: DG washing down onto asphalt
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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	70.0	76.0	62.0	65.0	48.0	50.0
Math	61.0	69.0	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.

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	261	257	98.47	75.88
Male	125	123	98.40	71.54
Female	136	134	98.53	79.85
Black or African American	16	16	100.00	68.75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100.00	90.00
Hispanic or Latino	180	177	98.33	75.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97	71.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	69.37
English Learners	67	65	97.01	70.77
Students with Disabilities	31	29	93.55	17.24
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 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	261	258	98.85	69.38
Male	125	123	98.4	69.11
Female	136	135	99.26	69.63
Black or African American	16	16	100	75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	20	20	100	90
Hispanic or Latino	180	178	98.89	65.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	96.97	71.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	111	99.11	61.26
English Learners	67	66	98.51	60.61
Students with Disabilities	31	29	93.55	13.79
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Dr. Eric J. Banatao

Contact Phone Number: (619) 421-4798

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

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

Comprehensive School Safety Plan approved by School Site Council in September 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.2	0.6	0.3
Expulsions Rate	0.0	0.0	0.0
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	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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+		
	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	20	21	18	4	1	4	3	7	3			
1	18	17	24	3	3			2	4			
2	19	19	19	1	3	2	2		2			
3	17	19	24	4	3			1	2			
4	18	19	24	2	3		3	1	3			
5	27	22	23		2		3	1	2			
6	22	25	26	1	1		3	4	3			
Other			12			2						

* 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 2016-2017 include: 1) Analysis of 2015-2016 student assessment data, 2) Professional Development in the areas of small group management, 3) Professional development in the area of ELD instruction, GLAD instructional strategies, and Wilda Storm; 4) Math talk and collaborative math problem-solving.

Staff development topics for 2017-2018 include: 1) Analysis of 2016-2017 student assessment data, 2) Professional development with high impact language strategies to foster speaking and listening; 3) Professional development in the area of student assessment, data analysis; and 4) Math talk and collaborative math problem-solving.

Staff development topics for 2018-2019 include: 1) Analysis of 2017-2018 student assessment data, 2) Professional development with high impact language strategies to foster speaking and listening; 3) Math talk and collaborative math problem-solving; 4) Social-Emotional learning and building classroom culture through Restorative Practices.

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

FY 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	\$10,418.41	\$3,110.06	\$7,308.34	\$71,490.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	-0.9
Percent Difference: School Site/ State			10.6	-9.2

* 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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.