



# Parkview Elementary School

575 Juniper Street • Chula Vista, CA 91911 • (619) 421-5483 • Grades K-6  
Shawna Codrington, Principal  
shawna.codrington@cvesd.org  
www.pvpanthers.net

## 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

Parkview Elementary School is in the Chula Vista Elementary School District. Built in 1969, the school underwent modernization during the summer of 2002.

Chula Vista Elementary School District is located in the southernmost county of California, approximately five miles from the US/Mexico border. It is the largest kindergarten through grade six district in the state. It serves a rapidly growing community that features a blend of residential areas, recreational facilities, open space and light industry.

### Vision and Values

At Parkview School, students, parents, staff, and community members are committed to a shared vision.

Learning is a life-long process that is meaningful and relevant to global perspectives. We value diversity and promote equity for all. We take great pride in our school and provide a learning environment based on high expectations and clear standards.

At Parkview School, students, staff, parents, and community are respected, valued, and encouraged to give input into the decision-making process. Working together as a team, demonstrating professionalism and personal integrity, we are committed and take responsibility in bringing our vision to life so that all students at Parkview Elementary School will reach their personal and academic goals.

## 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	70
Grade 1	46
Grade 2	46
Grade 3	43
Grade 4	47
Grade 5	51
Grade 6	50
<b>Total Enrollment</b>	<b>353</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	8.2
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.8
White	9.9
Socioeconomically Disadvantaged	48.4
English Learners	24.1
Students with Disabilities	15.0
Foster Youth	0.3

## 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			
Parkview Elementary School	16-17	17-18	18-19
With Full Credential	19	18	18
Without Full Credential	0	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			
Parkview 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 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance Adopted in 2017-18  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Mc Graw Hill Mathematics K-6, Go Math English and Spanish. Adopted in 2015-16  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Parkview 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. Parkview's custodial staff performs basic cleaning operations daily. Parkview has 17 classrooms, 1 staff development room, 1 Speech and Language room, 1 Resource Specialist Room, 1 library, 2 computer labs, and a multipurpose room. The school enrollment was 398 students.

There is a security system in place through out the building including the portables. The custodian assures that school buildings and classrooms are maintained and attractive. Ongoing inspections of school facilities alert the custodian to potential hazards, vandalism, graffiti or damage that are repaired or removed immediately. The Safe School Plan outlines the process for pupil ingress/egress to assure that all pupils are safe before and after school.

Our safety patrol, noon duty supervision, and support staff assure each pupils safety during the school day.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	300/400 Boys RR: handicap stall missing door wall bumper pad, stains on floor loose toilet seat, vent dirty. CR 204: Cabinet doors scratched , countertops scratched ,doors scatched and faded CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 302: Ant, roach spray under sink, fountain high pressure. CR 406: GFCI outlet not working , tackboard dirty, stains on carpet, sink cabinet faded. CR 604: Water damage, holes in tackboard, damaged ceiling tile, ceiling tile pushed up, vent dirty. Kinder 502: Non district spray can of disinfectant, dirty vents, stained ceiling tile, GFCI outlet not working Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint Kinder Playground East: play toy - paint peeling, little rust at bottom. Kitchen: Rust stain in sink library CR 606: 3 Stained ceiling tile; 20 window blind slats missing; 1 sagging ceiling tile, sink top peeling Library CR 608: 607-608 is library, damage ceiling tile by water damage. Principal: Cabinet not mounted to wall, ceiling tile crack Workroom: holes in tackboard , doors scratched
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	500 Mechanical: Dusty and full of cobwebs, Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", asphalt cracked

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/14/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Fair	500 Boys: GFI not working; paint peeling off around sink CR 201: Door handle needs bumper on wall CR 304: 3 lights out CR 406: GFCI outlet not working , tackboard dirty, stains on carpet, sink cabinet faded. Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty Kinder 504: sinktop needs caulking, GFCI not working, trim next to door needs paint Multi Purpose: 4 lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	200/300 Boys RR: wall damage , sinks rusting , outside drinking fountains low pressure and do not drain 300/400 Boys RR: handicap stall missing door wall bumper pad, stains on floor loose toilet seat, vent dirty. CR 205: sink top peeling CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can CR 302: Ant, roach spray under sink, fountain high pressure. Kinder 501: vents dirty , sink top finish peeling off, stained ceiling tile
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	CR 303: cleaners under sink CR 402: unmarked bottle under sink, cabinet doors and countertops scratched, rust oleum paints under sink. CR 405: 1 lamp out , cleaners under sink , ceiling tile stained, doors on cabinet all loose. Kinder 502: Non district spray can of disinfectant, dirty vents, stained ceiling tile, GFCI outlet not working Kinder 503: microwave; 4 unmarked spray bottles, GFCI outlet not working, tackboard dirty
<b>Structural:</b> Structural Damage, Roofs	Good	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/14/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 204: Cabinet doors scratched , countertops scratched ,doors scatched and faded CR 205: sink top peeling CR 301: sink top peeling off, cabinet doors and countertop scratched , doors scratched, under sink, starch can, clear paint can Kinder Playground East: play toy - paint peeling, little rust at bottom. Kinder Playground West: play toy - paint peeling; cobwebs; slide drops more than 12", asphalt cracked Lower playground: Low on woodchips. Upper Playground: play toy - paint peeling; cobwebs; slide drop more than 12"
<b>Overall Rating</b>	<b>Good</b>	

**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

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
<b>Science</b>	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.

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
<b>ELA</b>	71.0	78.0	62.0	65.0	48.0	50.0
<b>Math</b>	58.0	68.0	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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	185	179	96.76	77.65
<b>Male</b>	105	102	97.14	73.53
<b>Female</b>	80	77	96.25	83.12
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	11	11	100.00	90.91
<b>Hispanic or Latino</b>	137	132	96.35	75.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	19	18	94.74	83.33
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	108	104	96.30	70.19
<b>English Learners</b>	62	58	93.55	65.52
<b>Students with Disabilities</b>	24	22	91.67	40.91

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	185	182	98.38	68.13
Male	105	104	99.05	67.31
Female	80	78	97.5	69.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	11	11	100	100
Hispanic or Latino	137	134	97.81	64.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100	73.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	108	106	98.15	55.66
English Learners	62	61	98.39	59.02
Students with Disabilities	25	22	88	31.82

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 Information: (619) 421-5483

#### **Parent Participation**

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. Parkview School's Parent-Teacher Association (PTA) had approximately 120 members. The PTA sponsors enrichment programs and provides materials for the benefit and welfare of our children and the community.

Five parents took an active part in school planning by serving as members of the School Site Council. This included overseeing the budget, Safe School Plan and the School Site Plan. In addition, parents at Parkview are provided the opportunity to participate in Literacy Training sessions in order to support their children at home with reading and writing.

Additionally, we have monthly Principal coffee chats where the principal seeks input from parents regarding concerns on campus.

#### **State Priority: School Climate**

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

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

### School Safety Plan

The goal of Parkview Elementary is to meet the academic, social and emotional needs of our students through a collaborative partnership with students, parents, staff and community. Students and staff must be equipped with the necessary training, tools and services in order to assure a safe, secure learning environment. Teachers are provided with and trained on updated procedures and/or policies that affect school safety. Uniform school rules and consistent discipline policies are established and posted throughout the school. Fire and disaster drills are conducted and staff is continually trained and updated regarding their responsibilities in case of an emergency. Adequate playground supervision is provided by classified supervisors and certificated staff. Parkview Safety Patrol members and the School Resource Officer are posted at the front of the school to assist children crossing the street and vehicles entering the upper parking lot. Clear plans and supervision are established for students who ride the bus, walk or are dropped off by parents. Fencing was added to ensure a closed campus during the school day. In the event of an emergency, Parkview has a comprehensive response plan in the Safe School Plan, which was updated and approved by School Site Council in September of 2018.

The Parkview staff believes in high expectations for all students, both academically and socially. Most teachers have received CLAD (Cognitive Language Acquisition Development) certification, G.L.A.D training, and have been trained in English Language Development Instruction and use this training to ensure Limited English Proficient students benefit equally from classroom instruction. This year, teachers will continue to expand their use of strategies to differentiate instruction based on data analysis. We will also continue to deconstruct standards and provide rigorous instruction. Instructional practices are monitored throughout the year. It is our belief that, when students feel successful about their education, they tend to make better choices about treating others in a respectful manner. All staff is in-serviced annually on Blood Borne Pathogens and sexual harassment and they receive written information regarding the definition of sexual harassment and procedures to be followed to register a complaint. Additionally, all staff will receive professional development and training on their roles and responsibilities in the event of an emergency or disaster. Additionally, all visitors/volunteers to the school campus sign in at the office using the new Raptor System to ensure student safety and accountability for adults on campus in case of an emergency.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	1.0
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)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	.8
Nurse	1.35
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
<b>K</b>	18	21	22	2	2		2	1	3			
<b>1</b>	21	23	22	1			1	2	2			
<b>2</b>	22	23	20			1	2	2	1			
<b>3</b>	21	23	21	1		1	1	2	1			
<b>4</b>	24	21	27		1		2	1	1			
<b>5</b>	30	23	30				2	2	2			
<b>6</b>	22	24	20	1	1	1	2	2	2			
<b>Other</b>	9	11	8	1	2	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. All teachers at Parkview are highly qualified. Staff development topics arose from analyzing data and professional growth needs.

Activities reflect the school's goals and objectives and are part of our School Single Site Plan.

2018-19:

Success Criteria

Math: Conditions of the Problem

Sanford Harmony

Restorative Practices

Analyzing Student Work

\*All teachers are supported during teacher collaboration, in-class coaching, and teacher-principal meetings.

2017-18:

Math Problem Solving: Three Reads and Four Cornes

Discourse and conversation routines

Teacher student Relationships

Benchmark Advanced

2016-17:

8-Mathematical Practices

Math Problem Solving

Number Talks

2015-16:

Achieve 3000

SIPPS

Wilda Storm Literacy Tools

GoMath

2014-15:

Narrative Writing

Vocabulary Development

Socratic Seminar - Speaking and Listening

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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Students in need of additional support and instruction were provided with a variety of services and materials through categorical funds. These funds were used to provide support for all students as well as any target groups. Programs offered included:

Illuminate Data Management System

Part Time Program Support Teachers for teacher collaboration. Visual art classes are provided to students every other week.

Technical Computer Support

Standards based supplemental materials

Additional instructional assistant for primary grades

Before/after school programs

GATE before school program

Accelerated Reader

Achieve 3000

Smarty Ants

Imagine Learning

Next Gen Math

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$12,241.28	\$4,982.34	\$7,258.94	\$66,739.00
District	◆	◆	\$166,094,33	\$77,385
State	◆	◆	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	-7.8
Percent Difference: School Site/ State			9.9	-16.0

\* 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.