



Veterans Elementary School

1550 Magdalena Avenue • Chula Vista, CA 91913 • (619) 216-1226 • 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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School Description

Description

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

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

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

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

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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	128
Grade 1	127
Grade 2	135
Grade 3	130
Grade 4	117
Grade 5	139
Grade 6	135
Total Enrollment	911

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.0
Asian	5.5
Filipino	21.5
Hispanic or Latino	47.1
Native Hawaiian or Pacific Islander	0.3
White	11.5
Socioeconomically Disadvantaged	23.7
English Learners	19.2
Students with Disabilities	8.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Veterans Elementary School	16-17	17-18	18-19
With Full Credential	38	38	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		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			
Veterans Elementary School	16-17	17-18	18-19
Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			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: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Adopted, Adopted in 2017-18. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Go Math! K-6, Adopted in 20015-16. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/17/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	403 CR: CO2 sensor missing cover, cabinet doors under sink needs adjustment, drinking water faucet gets stuck
Interior: Interior Surfaces	Fair	300 Work Room: exposed wires , countertop laminate chipped, file cabinet not secured 403 CR: CO2 sensor missing cover, cabinet doors under sink needs adjustment, drinking water faucet gets stuck 600 Boys RR: terrazzo chipped at urinal, brace for partition loose, terrazzo small crack on entrance floor 603 CR: ceiling access door not closed all the way, teachers cabinet door needs adjustment, door doesn't properly close, CO2 sensor cover broken, drinking water faucet low pressure 605 CR: Need to adjust doors on sink 607 CR: cabinet sliding door missing handle. 608 Resource Room: 1 cracked ceiling tile 701 CR: ceiling tile broken by monitor 702 CR: ceiling tile stain by monitor 703 CR: 1 ceiling tile cracked; drinking fountain loose, water fountain low pressure, 2 light bulbs out 704 CR: ceiling cracked, and has hole 705 CR: 1 ceiling tile cracked, 1 ceiling tile with broken corner, outlet broken by back window corner 706 CR: ceiling tile with broken corner, needs new clock. Library/Media Center: 1 stained ceiling tile; book cases not secured MP: tackboard dirty, stained carpet , YMCA/CC: left restroom - vent dirty; motion sensor light hole, the West South corner black strip is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	303 CR: carpet spotted 307 CR: stained ciling tile, drinking fountain doors need adjustment. 309 storage: light switch blocked.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	300 N Resource Room: exposed wires 300 Work Room: exposed wires , countertop laminate chipped, file cabinet not secured 502 CR: 4 lights out 507 : loose outlet by white board wall. 703 CR: 1 ceiling tile cracked; drinking fountain loose, water fountain low pressure, 2 light bulbs out 705 CR: 1 ceiling tile cracked, 1 ceiling tile with broken corner, outlet broken by back window corner Conference: broken outlet by door MP External Mechanical: electrical panel blocked Stage Roof access: electrical panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	300 Girl's RR: sink needs chaulking, holes in terrazzo 305 CR: Drinking fountain low pressure, drinking fountain doors need adjustment 307 CR: stained ciling tile, drinking fountain doors need adjustment. 403 CR: CO2 sensor missing cover, cabinet doors under sink needs adjustment, drinking water faucet gets stuck 405 CR: doors need adjustment (water fountain) 406 CR: drinking water faucet gets stuck. 500 Staff RR: sink low pressure 505: fire extinguisher blocked, holes in tackboard, low presssure dinking fountain and loose handle. 601 CR: broken formica on drinking fountain. 703 CR: 1 ceiling tile cracked; drinking fountain loose, water fountain low pressure, 2 light bulbs out Kinder Playground: Drinking fountain low pressure

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/17/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	302 CR: diffuser plug in 505: fire extinguisher blocked, holes in tackboard, low pressure drinking fountain and loose handle. Admin Signal: roof access ladder blocked Admin: diffuser, plug in AP: diffuser plug in MP fire riser external: no sign of access ladder
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	405 CR: doors need adjustment (water fountain) Play Toy: climbing wall has broken corners in front - sharp edges, up in the middle there is a loose blue bar.
Overall Rating	Good	Met with principal who spoke with custodial staff to arrange for the necessary repairs.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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	78.0	75.0	62.0	65.0	48.0	50.0
Math	75.0	70.0	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	11.5	41.7	26.6

* 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	522	514	98.47	74.51
Male	274	268	97.81	69.78
Female	248	246	99.19	79.67
Black or African American	34	34	100.00	61.76
Asian	29	29	100.00	79.31
Filipino	106	103	97.17	89.32
Hispanic or Latino	245	241	98.37	68.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	60	59	98.33	76.27
Two or More Races	43	43	100.00	81.40
Socioeconomically Disadvantaged	128	124	96.88	58.06
English Learners	149	146	97.99	66.44
Students with Disabilities	41	39	95.12	30.77
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	524	516	98.47	69.57
Male	274	270	98.54	69.26
Female	250	246	98.4	69.92
Black or African American	34	34	100	44.12
Asian	29	29	100	82.76
Filipino	107	104	97.2	86.54
Hispanic or Latino	245	242	98.78	61.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	61	59	96.72	76.27
Two or More Races	43	43	100	81.4
Socioeconomically Disadvantaged	128	125	97.66	56
English Learners	149	148	99.33	61.49
Students with Disabilities	43	39	90.7	33.33
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 persons:

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Alicia Flores, Associate Principal

alicia.flores@cvesd.org

Contact Phone Number: (619) 216-1226

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

State Priority: School Climate

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

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

School Safety Plan

The school safety plan is updated each year with input from parents, staff, Chula Vista Police Department, and Chula Vista Fire Department. It is approved through the School Site Council and this took place in October 2018. The disaster team is updated within the first month of every school year. Emergency drills are conducted on a regular basis. Fire drills are held on a monthly basis and earthquake drills every 3 months. This year we have created a Veterans Safety and Emergency Preparedness Committee to collaborate with all stakeholders and continue to promote school safety. The Safety Patrol provides students and parents safe crossing at established areas around the school.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.3	0.5
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	1
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	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	22	23	1	1	1	5	4	5			
1	24	25	25				5	5	5			
2	22	22	22		2	1	5	4	5			
3	22	24	21	3		1	3	5	5			
4	29	30	30				5	4	3			
5	28	25	24			1	4	6	4			
6	25	25	30	1	1		5	4	6			
Other		12	9		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

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

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	\$9,228.10	\$2,348.48	\$6,879.62	\$75,937.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-200.0	5.1
Percent Difference: School Site/ State			4.5	-3.1

* 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

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

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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.