



Valle Lindo Elementary School

1515 Oleander Avenue • Chula Vista, CA 91911 • (619) 421-5151 • 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

Valle Lindo is one of 49 schools in the the Chula Vista Elementary School District, including charters. Valle Lindo offers a preschool to sixth grade program in both an English Only and Dual Language Immersion setting. We also offer a Special Day Class Mild-Moderate setting in preschool to sixth grade. Our community encompasses two areas: the area immediately surrounding the school and the Vista Pacifica Community located about 3 miles from the school in the city of San Diego. Students from the Vista Pacifica community are transported daily by school bus. The current enrollment is 440 students, showing a slight decline in enrollment this school year.

A summary of our school data indicates that the student population is 76% Hispanic or Latino, 8% White, 7% Filipino, 5% African American and 1% Asian. 40% of our students participated in the National School Lunch Program. The English Learner population has remained steady at 36%. 24 of our 24 certificated classroom teachers are fully credentialed. This constitutes 100 percent NCLB compliant teachers. All staff members are CLAD or BCLAD certified. Our Dual Language staff includes 8 BCLAD teachers.

The Dual Language Program is offered from Kindergarten to Sixth grade and follows a 90:10 model in Grades K-3 and 50:50 in Grades 4-6. Currently, there are 7 Dual Lanugage classrooms with a total of 187 English Only and English Learners. We are presently transitioning to a late entry program up to 3rd if the students demonstrate proficiency in their L1.

There are 3 SDC Mild-Moderate classrooms for students in Grades K-6, The school psychologist is on site for 5 days per week, along with a Student Support Assistant for 15 hours weekly. Services for Speech and Language are offered 5 days per week. School nurse services are provided on site for 2 days each week. Additionally the school employs a Behavior Specialist.

Mission

The Valle Lindo School Community truly believes that it takes a community to raise a child and that children come first at the center of every decision. We extend instructional impact to parents through training in our ESLAC meetings as well as our quarterly parent meetings. When we have such an inclusive culture of learning focused on children, the school becomes an extension of their community and family. Students are then motivated to understand their world and seek to succeed at progressively higher levels of learning. A focus on research-based strategies and resources are used to address the diverse needs of our students. We review student progress through quarterly monitoring using curriculum-aligned assessments in language arts, math, ELD and science. Teachers meet regularly to review student work, identify instructional support and align resources. Students in need of intervention are identified early through the Student Success Team process and receive necessary support. Parents are kept informed of school and individual student instructional targets and provided resources to help them support the focus.

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	56
Grade 1	60
Grade 2	67
Grade 3	69
Grade 4	59
Grade 5	74
Grade 6	75
Total Enrollment	460

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.0
Asian	0.4
Filipino	8.3
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.2
White	9.3
Socioeconomically Disadvantaged	59.3
English Learners	30.2
Students with Disabilities	12.6
Foster Youth	1.3

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			
Valle Lindo Elementary School	16-17	17-18	18-19
With Full Credential	26	21	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	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			
Valle Lindo Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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 newly adopted Benchmark reading/language arts and Go Math 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. Additionally, materials are provided in Spanish for our ELLs so that they may have access to the curriculum. 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: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading Program Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, English and Spanish. Adopted in 2014-2015 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)

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Valle Lindo's custodial staff performs basic cleaning operations daily. Fences have been installed throughout the school. Staff members are visible on the school grounds before and after school, assisting students and managing the flow of traffic. Bus areas are clearly marked for safe loading and unloading of students. Safety and speed signs are posted in prominent places throughout the two parking areas.

The school has sufficient classrooms, playground and working areas to support the teaching and learning. Students and teachers have access to a full library, a computer lab and an area for art enrichment classes. The lunch area is covered, with sufficient tables to accommodate up to four grade levels at one time. The three playgrounds offer a variety of play equipment appropriate for the age groups. All playgrounds are fenced in. The multi-purpose room can hold up to 425 students and staff at one time.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	: ü
Interior: Interior Surfaces	Fair	: ü 400 Boys: sinks, sink counter damage, stains dirty 400 Workroom: stained and cracked ceiling tile 500 Mens: floor dirty; vent dirty, floor tile lifting 500 Speech: 2-ceiling tile stain, 1-loose from grid. CR 208: fire alarm pull station loose, ceiling tile a hole, pencil sharpener broken. CR 209: ceiling tile is short, fire alarm box loose. CR 501: stain on rug, 1-plug in deodorant, 1-ceiling tile loose CR 504: blinds don't work, ceiling tile 2-little loose from grid, plug in diffuser. Kinder 402: desk tops dirty; sink cabinet, sink countertop damaged Kinder 404: missing ceiling tile, 2-ceiling tiles pushed up, sink counter missing door handles. Pre School 602: stained ceiling tile, 1-ceiling tile stain, (miracle grow under sink), toilet broken water tank
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	: ü 500 Mens: floor dirty; vent dirty, floor tile lifting CR 305: low pressure sink, the door weather strip loose Kinder 402: desk tops dirty; sink cabinet, sink countertop damaged Kinder Playground: play ground needs to be swept; luch arbor and lunch tables - cobwebs; play toy - paint peeling and cobwebs lower playground: blow wood chips off asphalt; paint peeling on play toy; cobwebs on play toy;spiral slide drop more than 12",backstop fence has large hole and paper trash throughout field and embackment. Large hole on back stop, dubay on swale

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Lunch Area: table benches are bend and fiethy, (outside) drain behind 602 clogs up
Electrical: Electrical	Fair	: ü 209 Work Room: 1-bulb out 304-306 workroom: lamps out CR 202: 1-bulb out, doors don't shut porperly, 1-ceiling tile loose CR 207: 4-lights out CR 303: 3 lamps out, ceiling tile stain. CR 304: GFCI loose, pencil sharpener broken, ceiling tile stain, door doesn't shut properly, weather strip loose. CR 505: 5 lamps out, 1-bulb out, sink doors missing knobs Ext Custodian Room by RR: main electrical panel obstructed Health office: cleaners under sink, lamp and bulb out Kitchen: back small room 2-bulbs out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	: ü 400 Girls: soap dispenser broken, outside drinking fountains top low pressure, bottom inoperative 500 Womens: floor dirty CR 502: fire extinguisher not charged, hole on ceiling tile Kinder 401: sink door need adjustment, small restroom small hole behind toilet. Main Bldg Boys RR: hand sink missing handle.
Safety: Fire Safety, Hazardous Materials	Good	: ü Admin reception: fire alarm panel in trouble CR 203: cracked sidewalk north door, ceiling tile has hole, 1-is a little short by clock. CR 208: fire alarm pull station loose, ceiling tile a hole, pencil sharpener broken. CR 209: ceiling tile is short, fire alarm box loose. CR 504: blinds don't work, ceiling tile 2-little loose from grid, plug in diffuser. CR 509: 2-ceiling tiles stain CR 601: Pesticides and cleaners under sink, roach killer poison free, ceiling tiles lifting, sagging. Health office: cleaners under sink, lamp and bulb out
Structural: Structural Damage, Roofs	Good	: ü
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	: ü

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/22/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CR 203: cracked sidewalk north door, ceiling tile has hole, 1-is a little short by clock. CR 206: ceiling cracked, has stain, door doesn't shut properly. CR 304: GFCI loose, pencil sharpener broken, ceiling tile stain, door doesn't shut properly, weather strip loose. Kinder Playground: play ground needs to be swept; luch arbor and lunch tables - cobwebs; play toy - paint peeling and cobwebs lower playground: blow wood chips off asphalt; paint peeling on play toy; cobwebs on play toy;spiral slide drop more than 12",backstop fence has large hole and paper trash throughout field and embackment. Large hole on back stop, dubay on swale
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	53.0	56.0	62.0	65.0	48.0	50.0
Math	35.0	43.0	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	271	264	97.42	56.44
Male	133	127	95.49	48.82
Female	138	137	99.28	63.50
Black or African American	13	12	92.31	66.67
Asian	--	--	--	--
Filipino	24	23	95.83	65.22
Hispanic or Latino	204	201	98.53	53.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	21	91.30	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	174	97.21	48.85
English Learners	120	117	97.50	43.59
Students with Disabilities	35	32	91.43	15.63
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	272	264	97.06	42.8
Male	134	127	94.78	46.46
Female	138	137	99.28	39.42
Black or African American	13	12	92.31	33.33
Asian	--	--	--	--
Filipino	24	23	95.83	65.22
Hispanic or Latino	205	201	98.05	38.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	21	91.3	61.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	179	174	97.21	37.36
English Learners	120	117	97.5	35.04
Students with Disabilities	36	32	88.89	12.5
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: Principal E. Latoni Garcia

Contact Person Phone Number: (619) 421-5151

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

Activities that parents can be a part of include the PTO, School Site Council, English/Spanish Language Advisory Committee, Dual Immersion Parent Trainings, and quarterly parent meetings. The PTO sponsors many activities for families, such as a Back to School Beach Party, Fall Festival, Family Fun Day, Book Fairs, Science Night, Art Night and Movie Nights. After school care is provided to help meet both students' and parents' needs. We have a STRETCH program for free after-school care that offers structured games and activities, as well as literacy and homework assistance for students until 6:00 p.m. daily. Please call 421-5151 if you wish to become involved in school activities. Spanish translation is available.

Valle Lindo offers Clubs as an Extended Day classes and presently engage a Robotics, and Gardening Club. and invite parent involvement and support for the same.

We also offer available space to approved and vetted groups such as Two Girl Scout troops, Heart-Lite Dance Studio, and a Homework Club.

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

Our school safety plan is rooted in the ideals of respect, responsibility and safety. The latest school safety plan was approved by our School Site Council on October 2018. We have implemented a Response to Intervention program for behavior which includes tiered support for students in the area of behavior. We are also a demonstration school for the Social Emotional Learning Program of Sanford Harmony. Our entire school is committed to promoting positive behaviors. Fire drills are conducted once per month and 4 annual earthquake preparedness drills are held. Lock-down drills and other emergency preparedness activities are planned each year. All our students participate in the iSafe curriculum where they learn about safety online. There is a Crisis Response Team assigned to assist in emergency situations. Guidance Groups are scheduled under the direction of the school psychologist and Student Support Staff. Our school is enclosed completely by a perimeter fence. This safety feature ensures that all visitors must pass through the office and sign in before going to any location in the school. Playground safety is also a concern at Valle Lindo. We have a Safety Patrol at Valle Lindo who monitor and guide the flow of traffic in the mornings and afternoons. They are supported by their teacher sponsor and designated staff members. We have a Peace Patrol at Valle Lindo that assists to supervise games and activities for the students, promotes healthful play, teamwork, and sportsmanship. Additionally, adult supervisors have been trained in conflict resolution to help support the students during recess.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.4	0.2
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)	0.5
Psychologist	1
Social Worker	.1
Nurse	0.5
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	22	18	20	1	3	1	3	1	2			
1	21	18	22	1	2		2	1	2			
2	18	19	24	2	3		1	1	2			
3	20	18	24	3	3		1		4			
4	25	20	17		1	2	2	3	1			
5	26	26	25				3	2	3			
6	25	22	27	1	1		3	3	3			
Other	13		7	1		1						

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

Professional Development provided for Teachers

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. This year we are focusing on Developing Language Through Collaborative Discourse as well as Teacher Clarity in the instructional areas of Reading, Writing, and Math. The former was selected because our scores indicated a need to focus on ELLs, and the latter was selected from the Hattie Fischer Matrix of levels of instructional impact.

In the 2018-19 school year, we have added data analysis and small group planning to drive our professional development needs. Data gathering points are from Benchmark Advance, ILE, Smarty Ants, Achieve 3000 in English and Spanish, and Next Gen Math. Using data teachers create small groups and goals to address student needs. We streamlined our SST process into collaboration time for each grade level and are presently using our streamlined system to engage quarterly monitoring and further train the teachers in student interventions, .

Our professional development stems from our Site Plan focus and our ILT Workshops, and is brokered by members of the ILT for the staff on Friday PD and Staff Meeting Days which are framed by the Union Contract. We also offer teachers in DI and Combo classes two days to each group for planning time (total of 4 additional planning days).

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/.

Types of Services Funded

The Title I budget provides resources for part-time support staff: reading support teachers, an additional two and a half days of a psychologist's salary to lead guidance groups, an instructional assistant, and release time for our teachers. The LCAP fund supports the cost for materials for all English Language Learners, LEP Instructional Assistants who supports English Language Learners in the classroom, professional development for teachers, and part of the reading teacher's salary. Instructional materials are purchased to augment classroom libraries, content books for focused reading instruction, computer software and hands-on resources. We also use LCAP funds to augment the number of licenses in Imagine Learning for our ELLs.

The GATE program offers students challenging and exciting experiences with which to improve learning. This is accomplished through both the integrated GATE program that takes place in the classroom and extended GATE experiences.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,941.73	\$3,327.40	\$7,614.33	\$75,241.00
District	◆	◆	\$166,094.33	\$77,385
State	◆	◆	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	4.2
Percent Difference: School Site/ State			14.7	-4.1

* 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.

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.