Clear View Elementary School

455 Windrose Way • Chula Vista, CA 91910 • (619) 498-3000 • Grades K-6
Ray DeVore, Principal
ray.devore@cvesd.org

2019-20 School Accountability Report Card
Published During the 2020-21 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

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Deputy Superintendent, Business Services and Support

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

Description

Clear View School opened in September, 1991, and became the State of California's 68th Charter School in 1994. Clear View was a conversion charter school as part of the Chula Vista Elementary School District. Clear View has been honored as a "California Distinguished School" and has received numerous awards thanks to a vital partnership between school, home, and community. In the 2008-09 school year, the staff voted to return to district status, no longer operating as a charter.

The school is located just up the hill from the Terra Nova Shopping Center. Beautifully landscaped grounds and a 37 ton fossil rock greet visitors, staff, and students. The campus is arranged in a pod-like format, with four classrooms and a workroom in each pod. On the Clear View campus there are five pods with an additional building housing six classrooms and a workroom as well as an on site childcare center operated by the South Bay YMCA. Currently, Clear View has 27 teachers (Preschool-6 grades), one principal, and a full time school psychologist. Clear View is unique in that it offers a Dual Language Immersion Spanish/English program for grades TK-6. In addition, Clear View has three Moderate to Severe Special Day Classes TK-6 and two Preschool Special Day classes.

Mission

As a nurturing learning community, Clear View School develops the knowledge and thinking skills and attitudes which empower all students to become influential contributors in an ever changing global society. Above all else, Clear View stands for relationships and success to build leaders.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	72
Grade 2	71
Grade 3	74
Grade 4	80
Grade 5	63
Grade 6	50
Total Enrollment	517

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
Asian	1.4
Filipino	9.1
Hispanic or Latino	65
Native Hawaiian or Pacific Islander	0.8
White	15.3
Two or More Races	5.2
Socioeconomically Disadvantaged	41.8
English Learners	22.6
Students with Disabilities	13.5

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 for Clear View Elementary	18-19	19-20	20-21
With Full Credential	24	24	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Clear View Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark K-6 in English and Spanish adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Go Math K-6, English and Spanish, adopted in 2014-2015. Eureka Engage NY Math used to supplement math instruction. **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 in the Spring of 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	K-Fifth History/Social Science for California Publisher- Scott Foresman. Curriculum is in English and Spanish. Sixth Grade History Alive. The Ancient World. Publisher- Teachers' Curriculum Institute. This curriculum is in English and Spanish. Both were adopted 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Benchmark Adalante (Spanish district adopted curriculum) **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 our 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. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at our school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/6/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent
Interior: Interior Surfaces	Fair	700 boys RR: sink needs caulking..GFCI does not work…holes in wall on FRP…urinal needs caulking…door rusty..FRP wall dirty 700 girls RR: sink needs caulking…GFCI does not work…holes in wall at FRP..ceiling tile stained..cracked ceiling tiles CR 706: sink top: end cap broken off…sink top has water damage…tack board stained Kinder 601: stained ceiling tile, sinks need caulking Kinder 603: Ceiling tile stained Mail room: Stained ceiling Tile MP boys RR: sink needs caulking..urinal partitions are loose Multipurpose: ceiling tiles stained..tackboard damaged Office: Ceiling Tile Missing Stage: Black paint spilled on stage, 2 lights out, curtains are ripped, missing light cover Work room: hallway tackboard damged YMCA: ceiling tile stained…holes in tack board…exterior siding "T-111" has water damage on bottom
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	700 playground: snake screen pulling away..back stop fence rolling up(not secured at bottom)…asphalt has big divit in it(tripping hazard)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	700 boys RR: sink needs caulking..GFCI does not work...holes in wall on FRP...urinal needs caulking...door rusty..FRP wall dirty 700 girls RR: sink needs caulking...GFCI does not work...holes in wall at FRP..ceiling tile stained..cracked ceiling tiles Admin Reception: Three lights out CR 704: one light is out, stained ceiling tile Library: Phone jack hanging from wall, Fire extinguisher not hanging on wall Stage Storage:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	200 center room: sink needs caulking..ceiling tile stained..water pressure low CR 201 SPCH ELD: ceiling tile stained..sink needs caulking, carpet seam coming apart CR 203: sink needs caulking, stained ceiling CR 301: ceiling tile cracked..water fountain very low CR 303: ceiling tile stained..sink needs caulking, fountain nob comes off CR 701: sink top end cap broken off..drawers missing laminate trim CR 705: sink top end cap is broken off CR 706: sink top: end cap broken off...sink top has water damage...tack board stained Health office: sink stained..toilet AND sink need caulking. Missing panel on AC vent Kinder 602: restroom toilet seat loose...sink needs caulking Lounge: suspension ceiling is sagging..sink AND backsplash need caulking MP mens RR: toilet seat loose, holes in partitions, walls stained
Safety: Fire Safety, Hazardous Materials	Good	132 kidco: FIRE EXTINGUISHER NOT MOUNTED ON WALL..ITS SITTING ON THE FLOOR, stained ceiling tile, holes in wall Center workroom: coffee maker and refrigerator in room, Black Flag Ant and Roach Killer CR 403: ceiling tile stained, DF stick on, No fire extinguisher CR 703: Electrical panel blocked Kinder 604: ceiling tile stained...spray bottle of "409" under sink..bottom rim of sink dirty, broken ceiling tile,3 lights out, DF cap comes off,
Structural: Structural Damage, Roofs	Good	Multipurpose: ceiling tiles stained..tackboard damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 202: Door doesn't shut properly,
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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	64	N/A	50	N/A
Math	63	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	54	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. Parents are encouraged to read to their children at home, provide cultural activities, encourage mental math, and attend school functions with their children.

Key committees where parents can be involved include: School Site Council, Parent-Teacher Association, ELAC committee for parents of English Learners, Safety Committee, and GATE Committee. The PTA sponsors projects for the benefit and welfare of our children and the community. Prior to the pandemic, parents and members of the community volunteered more than 8,000 hours in our classrooms, office, and on the playground as well as helping with special events. Five Clear View parents are members of the Site Council, which is the major decision-making body of the school, responsible for budget planning and promoting school activities. Parents are also encouraged to participate as members on one of the other committees such as ELAC, DAC, DELAC, BAC, or PTA.

Family Literature, Math, and Science Nights during the year give Clear View parents hands-on experience in supporting their children with their continued growth and learning. Throughout the year, informational meetings on topics such as Achieve3000, Internet safety, GATE, and our Dual Immersion program are conducted.

Clear View's blog, clearviewvoyagers.edublogs.org is updated on a weekly basis with current information pertaining to the school, including activities and events at Clear View. There are many opportunities to volunteer at school; please call (619) 498-3000 if you wish to become involved in school activities. Spanish translation is available. To contact and become involved in our school PTA, please email clearviewvoyagerspta@gmail.com or contact our front office.

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 (School Year 2020-2021)
The safety and well-being of students is emphasized through regularly conducted emergency preparedness drills, bus evacuation drills, playground supervision, and schoolwide implementation of Positive Behavior Interventions and Supports (PBIS) and our commitment to becoming a Leader in Me school. In an effort to ensure a safe campus, Clear View is a closed campus. All students must report to the front office before leaving early or when returning to campus and all visitors and/or volunteers must report to the office to sign in and receive a visitor/volunteer badge. All gates are locked during school hours.

Wolf Canyon has the benefit of the entire community looking out for the safety of our students. The Wolf Canyon School Community embodies the idea that, ''It takes an entire village to raise a child.'' Families keep a close eye on the school after school hours and on weekends. Many community groups and after school programs use the campus for positive activities. The School Site Council approved the School Safety Plan in September of 2019.

Classroom space at our 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. Custodial staff performs basic cleaning operations daily. The School Site Council (SSC), ELAC, and Safety Committee reviewed the goals and components of the School Safety Plan in December and January. Additionally, the elements of the plan that pertain to the re-opening of the school were shared at a staff meeting as well as at a special parent informational meeting on January 2021. The SSC approved the School Safety Plan on January 27, 2021.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.78	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	3	2		20	1	4		21	1	4	
1	24		2		22	2	1		18	2	2	
2	24		3		23		3		22	1	2	
3	24		3		25		3		24		3	
4	22	1	1		29		2		24		3	
5	27		3		20	1	1		21	1	2	
6	26		3		25		3		23	1	1	
Other**	12	2			12	2			12	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Based on careful review of statewide, local and school site assessment, and a new textbook adoption, it was determined that staff would be provided with professional development in the area of Shared Reading and Social and Emotional Learning during the 2018-2019 school year after concluding a three year focus on math problem solving. Teachers were working on developing student self-efficacy through clear expectations of student success and developing relationships. For the 2019-2020 school year, data revealed the need to focus on the language development of all students. Collaborative conversations/discussions have been the focus of our PLCs this year. Additionally, Clear View has become a Leader in Me school and has dedicated professional develop time and resources to making this transition. During the 2020-21 school year, the staff will focus on elements of teacher clarity through the integration of standards-based learning intentions and success criteria and providing opportunities for student discourse. Additionally, the staff is focused on integrating the 7 Habits of Highly Effective People into every content area.

Our school professional development around collaborative conversations has been largely directed by our Instructional Leadership Team (ILT), made up from one teacher at each grade level. Throughout each quarter our ILT team meets during school hours and develops a professional learning cycle based on articles or research about our topic. Each PLC includes staff meeting topics, collaboration focus, guided classroom visits, and opportunities for vertical articulation within the staff. During Bi-Monthly in school collaboration, teachers build their learning on topics related to our PLC, share resources, plan lessons, and analyze student work/data.

Teachers are supported through continual professional development and principal feedback based on teacher needs. Additionally, student data is regularly used to guide next steps in our learning as teachers. As a Leader in Me school, our staff has received two full day trainings from Leader in Me trainers and we have created a Lighthouse team which meets regularly and provides professional development for the staff.

As a site, we will work with our ILT and district support to focus professional development for teachers on collaborative conversations and implementation of high impact language strategies with fidelity. Our Professional development plan will continue to include in school ILT meetings, staff meetings on Friday early release days, during bi-monthly collaboration. Teachers will be supported with this implementation through feedback and coaching from the principal based on student formal and informal data. In addition, our District Resource Teacher will continue to provide resources for teachers, model lessons, and support with planning and implementation.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14,553.30	5,727.09	8,826.21	86,867
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	6.1
School Site/ State	13.0	3.1

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

Types of Services Funded
The following programs and supplemental services are provided through Title I, LCAP or other sources of funding: One full-time drama teacher, one part-time dance teacher, one part-time physical education teacher, and part-time aide is employed to deliver services and assessments to English Learners, and a part-time computer tech. In addition, the school budget supports the following technology programs: Illuminate, RazKids, Scholastic Reader, Mystery Science, ST Math, Generation Genius, and Learning A-Z . Professional development is provided for grade level collaboration and individual teacher growth with provisions made for the costs for substitutes outlined in the school budget.

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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.