Saburo Muraoka Elementary School

1644 Santa Alexia Ave • Chula Vista, CA 91913 • (619) 216-5599 • Grades P-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Superintendent

Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

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Deputy Superintendent, Business Services and Support

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

~School Mission~

Our mission at Saburo Muraoka Elementary is to provide an inclusive education, which unifies and empowers diversity for all learners. While supporting 21st century learning, we embrace culture and language and celebrate individuality through collaboration, critical thinking, and innovation. With a deep desire to learn, these practices and values will develop and strengthen our community.

~Inclusion Philosophy~

At Muraoka, we believe inclusion is the right of every student and benefits the entire community by providing the most effective learning environment. We value acceptance, equity, and diversity to provide the opportunity for the academic, social and emotional growth of each learner. Our goal is to create a inclusive learning environment that brings about change by enlightening hearts and minds to create a welcoming community.

School Description

Muraoka Elementary School is the newest of 49 schools in the Chula Vista Elementary School District, including charters. The school opened it's doors on July 19, 2017 and is located in Otay Ranch, a middle socio-economic area. Approximately 17% of our students qualify for free or reduced price meals. The school's ethnic diversity which includes African-American (10%), American Indian or Alaskan (0.1%), Asian (4.1%), Filipino (23.4%), Hispanic (41%), Native Hawaiian/Pacific Islander (1.1%), and White (7%). Students with multiple ethnic backgrounds (12.4%) or who did not respond (0.1%). The backgrounds of all students are acknowledged, respected, and incorporated into the school curriculum and activities.

Approximately 17% of our students are classified as English Language Learners (ELL's). Staff provides daily integrated and designated English Language Development (ELD) instruction centered on the English Language Development (ELD) Standards. Staff focuses specifically in speaking (oral language development), listening, reading and writing while utilizing the Benchmark and Adelante English Language Arts (ELA) support materials for English learners. Additionally, ELL students are taught English instructional skills through a variety of Specially Designed Academic Instruction in English (SDAIE) and GLAD (Guided Language Acquisition Design) strategies to ensure academic learning while students increase English language fluency. As a tier of intervention, some teachers are using phonics and foundational reading skills are also taught systematically through SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). There is a heavy emphasis on the Listening and Speaking Common Core Standards where teachers implement structured strategies and routines. After receiving professional development, staff has been implementing Socratic Seminars to enhance Speaking and Listening skills. Students have access to Accountable Talk, structured dialogue and rubrics to reinforce the expectations for Common Core. All students, including our English learners have access to Achieve 3000 and/or Imagine Learning (CELDT 1 and 2) daily to enhance language arts and ELD. Designated ELD supports all English Learners at all levels. All classroom teachers have either a CLAD or BCLAD credential.

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	137
Grade 1	140
Grade 2	136
Grade 3	123
Grade 4	89
Grade 5	101
Grade 6	93
Total Enrollment	819

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.4
Asian	4.2
Filipino	25.2
Hispanic or Latino	38.5
Native Hawaiian or Pacific Islander	0.6
White	8.1
Two or More Races	11.5
Socioeconomically Disadvantaged	24.3
English Learners	16.7
Students with Disabilities	14
Foster Youth	0.7
Homeless	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 for Saburo Muraoka	18-19	19-20	20-21
With Full Credential	33	36	40
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence			

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 Saburo Muraoka Elementary School

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

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

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

Textbooks and Instructional Materials
Year and month in which data were collected: 2021, January

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)

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: 1/15/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	200-H Electrical: Earth quake starp for AC not secured
Interior: Interior Surfaces	Good	200- J - speech room: outside door wall needs paint and wall patch repair CR-206: 2 Staind ceiling tiles CR-207: Stained ceiling tiles CR-215 - Special ed class: Remove nail in wall above door Workroom: 2 Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR-210: Ceiling tile stain
Electrical: Electrical	Good	CR-112: Outlet on white board loose CR-205: 1- Light out CR-212: Light switch by door don't work Restroom Boys: Light don't turn on
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CR-214: Drinking fountain no water Kitchen: Foucet handle goes to far back
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Innovation center: Water leak around middle
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	**Good**	

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	75	N/A	64	N/A	50	N/A
Math	59	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	58	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)
Contact Person: Principal- Dr. Erin Mahoney
Contact Person Phone Number: (619) 216-5599

The parents at Muraoka School are the foundation to the success of Muraoka. The Parent Teacher Organization (PTO) will sponsor many projects for the benefit and enjoyment of our children. Many parents and members of the community volunteer in the classrooms, help the overall school and assist with special events. The community feels welcomed and they actively support our school. They recognize the importance of parent engagement as vital to their child's success.

Currently, we offer programs that encourage parent involvement and participation school-wide. Parents participate through the School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO) and as classroom volunteers throughout the year. Coffee Chats with the principal will help maintain ongoing communication and build a strong home-school partnership. In addition, throughout the year Muraoka PTO offers many events that promote family engagement. A parent volunteer committee led by the PTO supports teachers and students in the classroom. All cultures and languages are affirmed and respected at Muraoka Elementary School. We embrace diversity and promote acceptance, respect and tolerance.

Innovation, inclusion, collaboration and teamwork are the key to fostering our school's success. All stakeholders, students, parents, and staff will work together to enrich learning opportunities for our students and to make Muraoka a place of educational excellence and a 21st Century learning environment.

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 of students and adults is a priority. Muraoka performs all mandated bus evacuation drills, disaster preparedness drills, fire drills, and lock down drills to practice safety procedures. We will continue to provide trainings for effective playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, a program directed toward gang suppression, and character education lessons. Our quarterly Rules/School Pride Assemblies support students by reminding them of our school rules to ensure a safe and positive learning community. Our School Resource Officer (SRO), social worker and school psychologist support Muraoka in ensuring that students are safe physically, socially, and emotionally. Muraoka School offers the Be Kind program where students engage in monthly (themed) activities that promote kindness. School-wide, teachers are utilizing Sanford Harmony and Trust Circles to build relationships and provide a classroom environment where students feel safe. There is ongoing training for students and adults. Our campus fence provides a safety feature to our school. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. All staff and visitors are required to report to the office, and wear a badge while on campus. Our school's Safety Patrol and staff assist our school in enforcing traffic and pedestrian safety. The SSC approved the School Safety Plan in January 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	0.7	0.3	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		0.6	2.5
Expulsions		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	2.4

*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	20	3	2		21	1	6		17	4	4	
1	22	1	2		21	2	3		20	1	6	
2	18	3	1		20	2	3		19	3	4	
3	18	1	4		21		4		21	2	4	
4	31		2		26	1	3		22	1	3	
5	26		2		24		3		25	1	3	
6	25	1	3		25	1	3		23	1	3	
Other**												

*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	22	21	30

Professional development is based on our school's data. The District provided Resource Teacher and the school's ILT, site lead learners, are offered district professional development on our identified areas of need.

Each year, teachers engaged in Professional Development Cycles to monitor, measure and modify best teaching practices to support school goals. Based on school data, teachers receive training which is aligned to an area for growth. The District provided Resource Teacher and the school's ILT are offered district professional development aligned to the District's Instructional Focus. The plan for professional development includes on-site coaching by teachers, District provided Resource Teacher, and administration.

During the 2017-2018 and 2-18-2019 school year, professional development included on-site coaching by teachers, District provided Resource Teacher, and administration. Our professional development plan included: Designated and Integrated ELD (K-6), Achieve 3000/Smarty Ants, District provided Dual Immersion Spanish Language Arts, Benchmark/Adelante, Coding, World of Work, Engineering Design Process, ELPAC and Speaking and Listening (refresher). Teachers understand how to unpack grade-level standards and continue to utilize learning objectives to support teaching and learning. Teachers use the Gradual Release of Responsibility model of instruction to ensure rigorous and scaffolded learning takes place daily.

During the 2019-2020 school year, professional development was offered in the following areas:
*Speaking and Listening Standards
*Success Criteria
*Quality Indicators
*Guided Visits (Walkthrough protocol)
*ELPAC
*Social Emotional Learning

During the 2020-2021 school year, professional development is being offered in the following areas:
*Distance Learning Best Practices
*Cultural Proficiency/Equity
*Speaking and Listening Standards
*Success Criteria
*Quality Indicators
*iReady Math Online Learning Program, Achieve300, and Smarty Ants
*ELPAC
*Social Emotional Learning

The goal is to continue build capacity and instructional leadership at the site for every teacher.

Principal will participate in professional development to learn skills and strategies to build stronger leadership capacity at school through our Instructional Leadership Team and grade level collaboration.

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	11,723.05	4,332.54	7,390.51	72,480
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	-12.0
School Site/ State	-4.7	-14.9

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

Types of Services Funded

This site provides additional resources and instruction to our socially economically disadvantaged and English Language Learners. A part-time aide is employed to deliver services and assessments to English Learners under the direction of the school administrator. Online data base for report cards, assessments, and assignments is paid for to provide constant monitoring of progress for all students. Collaboration teachers are funded through the district LCAP and site funds so that teachers may meet in grade level team to examine student work and plan accordingly.

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.