Salt Creek Elementary School

1055 Hunte Pkwy • Chula Vista, CA 91914 • (619) 397-5494 • Grades K-6
Mrs. Lalaine Perez, Principal, Principal
lalaine.perez@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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Leslie Ray Bunker

Eduardo Reyes, Ed.D.

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Lucy Ugarte

District Administration

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Superintendent

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

Oscar Esquivel
Deputy Superintendent, Business Services and Support

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

Mission:

- Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.

Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

Academic Focus:
- School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Sanford Harmony, restorative practices, and community circles. Additionally, teachers are focusing on Student Engagement during Distance Learning using Quality Indicators for Teacher Actions, Student Actions and Environment.

Programs:
- Salt Creek has a strong Spanish/English Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team regularly to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust GATE program, which offers differentiation as well as enrichment opportunities during the school day and after school, including STEM class, Salt Creek Garden, Monarch Butterfly Program, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students K-6 receiving instruction in Music, Art, Drama, Dance and Physical Education. During Distance Learning, these programs are temporarily suspended with the exception of VAPA, which is provided virtually.

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	112
Grade 1	125
Grade 2	120
Grade 3	136
Grade 4	153
Grade 5	154
Grade 6	119
Total Enrollment	919

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.3
Asian	4.2
Filipino	13.5
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.2
White	19.9
Two or More Races	7.8
Socioeconomically Disadvantaged	18.3
English Learners	22.1
Students with Disabilities	8.8
Foster Youth	0.2
Homeless	0.1

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 Salt Creek Elementary	18-19	19-20	20-21
With Full Credential	39	38	37
Without Full Credential	0	0	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 Salt Creek 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)

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.

Supplemental resources include: Achieve 3000, iReady, Smarty Ants, and Levered Learning.

Textbooks and Instructional Materials

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Benchmark Advance/Benchmark Adelante, K-6 (English & Spanish) Adopted in 2017-2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Houghton Mifflin Go Math, K-6 (English & Spanish) Adopted in 2015-2016.	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Houghton-Mifflin Science, K-6 (English & 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, K-6 (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. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

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: 10/21/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	300 work space: Wall next to 306 damaged tac panel 500 work space: safety lights out. 607/608 Left RR: CR 404: Stained ceiling tile. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 703: Ceiling tile stained aroun sprinkler. No clock Work room: Some small holes on few ceiling tile. At least 15 tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 work room: 600 storage: Needs to clean and wall damage, lot of stuff needs to organized, shelves aren't secured. Admin reception: IT box under desk missing cover CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken. CR 407: Red stain on tile cealing, Cabinet on sink trim coming off. CR 501: I.T cover missing CR 702: Ceiling tiles stained/damaged.
Electrical: Electrical	Good	400 ELL Storage: No lights, cracked ceiling tiles 500 work space: safety lights out. CR 602: CR 604: Stained ceiling tiles CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	600 girls RR: Door wont close 607/608 Left RR: CR 502: CR 504: Work room door cover missing CR 608: fountain broken outside in RR area drywall patch needed. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 705: Stain around fire sprinkler (attention)
Safety: Fire Safety, Hazardous Materials	Good	Admin storage: Roof acces is used as storage room and boxes are blocking panels. CR 403: Stain on ceiling tile, workroom dorr, cover missing, pencil sharpener broken. CR 502: CR 602: CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru CR 705: Stain around fire sprinkler (attention)
Structural: Structural Damage, Roofs	Good	Admin storage: Roof acces is used as storage room and boxes are blocking panels. CR 701: sink counter top broken, fountain cabinet molding coming apart, ceiling tile stained. Down spout rusted thru
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 308: , exterior door doesn't shut. Door closure cover missing CR 504: Work room door cover missing CR 506: Cabinet door latch no magnet, ceil tiles stained. CR 605: Playgreound door cover missing Playground: , soccer goal needs maintenance. Stage: lamp out east of stairs, electrical room door not closing properly (stage storage)
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	80	N/A	64	N/A	50	N/A
Math	73	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	65	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 Lalaine Perez, Principal, or Gloria Velarde, Associate Principal, at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have regular Coffee Chats to keep parents informed about school programs, policies, curriculum, instruction, assessment, activities and updates regarding school reopening and COVID-19 safety guidelines. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Advisory Committee, English Learner Advisory Committee, Safety Committee, and School Site Council.

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)
For the 2020-2021 school year, our Comprehensive School Safety Plan includes a COVID-19 addendum for Safe Ingress and Egress that includes protocols for health screenings, physical distancing, and disinfecting practices. In addition, Salt Creek has identified one of our safety objectives to be complying with mandates for health screening and establish safety protocols for this procedure.

Our School Safety Plan also includes required drills that are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two secure campus drills, two shelter in place drills, and one annual bus evacuation drill. The plan also requires that all visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Additionally, parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clipboard with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan is to be approved by SSC on January 28, 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	1.0	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	0.6
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

*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	22	1	4		23	2	3		26	2	2	1
1	25		4		21	3	2		26		4	
2	24		6		22	2	4		24		5	
3	23	1	5		24		6		23	1	5	
4	28		4		28		5		31		5	
5	22	2	5		26		4		26	1	5	
6	23	1	6		23	2	5		24	2	3	
Other**	25		1						24		1	

*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			

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. Staff development topics for the past three years included:

Collaborative Conversations & Success Criteria:
- ILT has received District training to support Collaborative Conversations and High Impact Language Development Strategies over the past three years. ILT takes this learning, connects it to our school wide focus, and the provides professional development to the staff at the school site during Friday staff meeting time. For the 19-20 school year, staff implemented cycles of professional learning on Success Criteria in Math, Success Criteria with a Focus on Student Actions, and Success Criteria in Writing. These PLC's were selected based on both achievement data and observational data.

Distance Learning & Student Engagement:
- For the 20-21 school year, all District teachers received training in Distance Learning using the Distance Learning Playbook prior to the opening of the school year. Student Engagement has also been selected as Salt Creek's cycle of professional learning for the 20-21 school year, and ILT is guiding the training and work during Friday staff meetings and collaboration. The focus on Student Engagement was selected to support increased participation due to the challenges of virtual learning for many of our students.

iReady and Smarty Ants:
- For the 20-21 school year, four sessions of iReady training is being provided to our teachers, with ongoing support for Smarty Ants through the District's Teacher Portal and optional PD sessions. iReady training is site-specific and school and staff have access to our consultant for questions and support. These new programs are our District's technology accelerators that will support math and early reading during Distance Learning.

Culturally Responsive Teaching Practices:
- Teachers are receiving monthly trainings on Culturally Responsive Teaching. Some of these trainings include guest presenters such as Dr. Doug Luffborough and Dr. Vincent Pompei (Creating Safe and Inclusive Environments for LGBTQ Students). In addition, our Equity Committee has created a mission statement for this work and meets regularly to provide input and help plan professional development and resources throughout the year.

Math PD:
- Teachers have received training by Denise Finney and cohort Resource Teachers on Professional Noticings, math discourse strategies, and success criteria as a means to support student thinking and talk during math. The entire COMPASS cohort of schools participated together in this math focus.

ELPAC:
- Teachers receive continued training and certification on content and administration of the ELPAC assessment. This training will take occur over the Moodle platform and guidance from the Department of Language Development.

Disaster/Safety Training:
- Certificated and classified staff receive ongoing disaster, emergency, and safety trainings conducted by Sherry Stone, School Resource Officer, and administration. For the 20-21 school year, ongoing guidance regarding COVID-19 safety precautions is provided.

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	11,046.52	3,127.84	7,918.68	81,962
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	0.3
School Site/ State	2.2	-2.7

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

Types of Services Funded

2019-2020 school year: Students' academic and social/emotional needs are met through a variety of programs that are supported by site and categorical funds. KIDCO meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services to students once a week. English Learners with overall ELPAC scores of 1 and 2 are invited to additional learning opportunities Monday-Thursday through our Jump Start and Extended Day Tutoring Programs. GATE students are also invited to our after school Monarch Butterfly Program, STEM class, and Entrepreneur Academy. To meet academic needs for all students, Extended Day after school tutoring is offered in math and reading for 3rd-6th grade, and JumpStart reading intervention is offered for K-2nd grade.

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.