



Roosevelt Elementary School

2600 N. Garfield Ave. • Fresno, CA 93723 • (559) 276-5257 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Central Unified School District

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School Description

Vision: Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students, and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Mission: Every student will receive rigorous standards-based instruction in every classroom every day to ensure student learning.

Roosevelt Elementary School is a K-6 school in the relative center of Central Unified School District. Roosevelt is located in a rural portion of our school district. Roosevelt serves a high population, percentage-wise, of English Learners (26.3%) and Socio-Economically Disadvantaged students (93%), as well as a high population of Hispanic students (66%). Roosevelt school serves approximately 490 students, with a significant amount of transiency. While Roosevelt is located in a rural area, the large majority of the students live in urban and suburban communities. Roosevelt has once again established a Parent Teacher Association (PTA) which is in its 4th year and has proven to be an integral part of our planning and co-curricular developments to enhance and elevate the level of parent participation and involvement, as well as have a formal venue to welcome and attain parent and community input and feedback. The development of our PTA has allowed for a higher level of partnership between the school and our parent community. Additionally, Roosevelt has 18 general education certificated teachers on staff in grades TK-6, 2 Special Day class teachers, 1 Special Education Resource Specialist teacher, 3 certificated reading intervention teachers, 1 behavior intervention teacher, 1 part-time school psychologist, 1 part-time speech therapist, and 1 part-time intervention counselor.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	61
Grade 2	59
Grade 3	59
Grade 4	75
Grade 5	78
Grade 6	61
Total Enrollment	476

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	1.5
Asian	11.3
Filipino	0.4
Hispanic or Latino	66.4
White	10.5
Two or More Races	0.4
Socioeconomically Disadvantaged	93.1
English Learners	26.3
Students with Disabilities	8.8
Foster Youth	1.1
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 Roosevelt Elementary	17-18	18-19	19-20
With Full Credential	19	24	21
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Roosevelt Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees reviews and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Discovery Education Science K-6 Adopted 2019-2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt sits on 11.3 acres and 45,279 square feet. It contains 32 classrooms at 31,036 sq ft, and 13 restrooms at 2,134 sq ft. The oldest main building was built in 1955. Two classroom wings were completely renovated in 2018 with an update to the administrative office in 2019. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 5/23/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	CEILING TILE HAS A WATER STAIN CEILING TILE IS BROKEN CEILING TILE IS LOOSE FORMICA COUNTERTOP CHIPPED, RUBBER TRIM IS LOOSE RUBBER TRIM IS MISSING WALL TILE IS BROKEN WALLPAPER IS TORN FLOOR TILE IS DAMAGED PIECE OF WINDOW TRIM MISSING CARPET IS TORN T-BAR IS LOOSE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	ELECTRICAL APPLIANCES IN CLOSE PROXIMITY TO WATER LIGHT BULBS OUT LIGHT DIFFUSER BROKEN ELECTRICAL COVERS MISSING OUTLET COVER BROKEN LIGHT DIFFUSER HAS WATER STAIN
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	FAUCET LEAKS SINK LEAKS FAUCET HAS DRIP FAUCET HAS LOW FLOW FAUCET HANDLE BROKEN FOUNTAIN HANDLE BROKEN FOUNTAIN HAS DRIP
Safety: Fire Safety, Hazardous Materials	Fair	FIRE EXTINGUISHER NOT MOUNTED PAINT PEELING EVACUATION MAP NOT POSTED FIRE EXTINGUISHER TAG OUTDATED IMPROPERLY STORED SUPPLIES EMERGENCY EXIT BLOCKED
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	28	33	44	44	50	50
Math	19	23	31	33	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.2	35.0	41.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 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	272	267	98.16	32.71
Male	135	131	97.04	27.69
Female	137	136	99.27	37.50
Black or African American	17	17	100.00	17.65
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	35.29
Filipino	--	--	--	--
Hispanic or Latino	187	185	98.93	33.15
White	25	23	92.00	39.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	251	98.82	31.20
English Learners	89	87	97.75	19.54
Students with Disabilities	25	23	92.00	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	267	98.16	23.22
Male	135	131	97.04	25.19
Female	137	136	99.27	21.32
Black or African American	17	17	100.00	17.65
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100.00	34.29
Filipino	--	--	--	--
Hispanic or Latino	187	184	98.40	21.74
White	25	23	92.00	26.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43	22.00
English Learners	89	89	100.00	17.98
Students with Disabilities	25	22	88.00	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

The opportunities our school provides for parents and community to be involved in are:

- Volunteer (library, cafeteria, parking lot, classroom, playground, clubs)
- Parent conferences
- Family Events (Grandparent Luncheon, Donuts with Dad, Muffins with Mom, Kindergarten Christmas Program, Family Art Night, etc.)
- Student Success Team (SST) Meetings
- Back to School Night
- Open House
- Awards Ceremonies
- Parent Weekly Homework and Behavior packets (grades K-2)
- Home-School Compact
- Weekly Blackboard Connect Phone Messages
- Classroom/School Volunteer
- Co-curricular activities (History Day, Science Fair, Young Authors Fair, Peach Blossom, Spelling Bee, field trip chaperons, etc.)
- School Site Council (SSC) Meetings
- English Learner Advisory Council (ELAC) Meetings
- English Learner Saturday School
- PTA
- Parent Classes offered through FCOE and other locally approved agencies on campus
- Fresno County Office of Education Parenting Classes

- Family College Field Trip
- Science Family Night
- Math Family Night
- Title One Meetings
- Translation and interpretations of services are provided

Contact Person Name: Brandi Fleming

Contact Person Phone Number: 559-276-5257

State Priority: School Climate

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

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

School Safety Plan

The Site Emergency Response Plan was reviewed, updated, and discussed with faculty in September, October, and December of 2019, at staff meetings and/or separate meetings for classified staff. This annual review of our Site Emergency Response Plan allows us to strongly consider the overall aspects of our school site while focusing on the key elements of our plan. School Site Council approved the plan on October 30, 2019. The key elements of our plan include the properties of the physical features and nature of our entire school site, the daily routines and practices the adults commit to and adhere to, as well as the consistent procedures and protocols we take with our students in the event of man-made and/or natural safety hazards. This annual review and update allowed us to identify and make decisions about our specific school needs to help ensure we have instituted the effective safety measures needed to safeguard our school community, as well as meet our safety compliance standards. Drills are conducted on a regular basis in compliance with district/state guidelines. Two-way radios and surveillance cameras are provided to all our staff this year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.3	10.5	6.8
Expulsions Rate	0.2	0.4	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	1.9
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	26		3		23	1	3		28		3	
1	26		2		20	3			20	3		
2	23	1	2		25		2		15	4		
3	25		3		24		3		27		2	
4	21	1	1		26		3		31		2	
5	30		3		31		2		30		3	
6	25		3		33		1	1	30		2	
Other**					10	1			8	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	24	26

Our instructional focus, this year is reading comprehension, our teachers will receive PD which extends their previous guided reading training. Teachers and support staff will receive training on implementing and using the best strategies for Tier 2 and Tier 3 students to improve their reading fluency and comprehension. Drop-ins performed weekly by administration support and give feedback on teacher implementation and use of appropriate strategies, as well as skill-based instruction tied to standards within the guided reading structure. Additionally, data collected by teachers on reading fluency and comprehension (at least 3 but up to 10 times per year for Tier 2 and 3 students) provides guidance for teachers when planning their intervention and supports within their PLCs.

Roosevelt will support our teachers with professional development in the following areas:

- Provide instructional coach support and expertise, identifying best instructional practices and effective differentiated instruction to support teacher instruction and planning, as it applies to meet the learning needs and goals of every student.
- Our grade level lead teachers are receiving in-depth and comprehensive training in the development of and the methods and structures of using the Central Way by attending district meetings. The grade level leads then return to the school site and lead on-site professional development as well and carry out action plans that they plan with their grade levels. Topics have included using learning intentions to provide clarity to students and data to guide our instructional planning and support, as well as reading comprehension strategies, math conceptual development, and social-emotional development for students. Grade level leads meet with administration once per month.
- Roosevelt Elementary has a staff development schedule that consists of weekly early dismissal days. Every other Wednesday is used for Professional Development or Staff Development, on the coinciding Wednesday teachers meet in their PLC's. Professional development is focusing

on reading, writing, EL interventions, and data teams. Grade levels meet weekly on Mondays, our instructional coach attends the meeting for support. Notes are kept and turned in weekly to the administration that is then reviewed and feedback is given to the grade-level head. The Principal and the GIA have weekly observations through the classrooms and leave feedback via email and in person. There are approximately 20 professional development days (1 to 2 hours each) on the calendar provided for staff development, as well as 3 full days of professional development and teacher collaboration for each grade level devoted to our needs as identified by district and site administration with teacher input and feedback.

- GATE cluster teachers, along with our GATE coordinator has received training specific to teaching GATE students. Teacher drop-ins to GATE cluster classes provide feedback on differentiation and rigor of instruction geared towards extended learning.
- EL-Based on the assessed student performance of our English Learners, we have provided and will continue to provide targeted professional development on research-based effective instructional strategies to improve the level of learning for EL students. This will include training provided by the district, as well as professional development during our site staff meetings.
- ST Math, This is year nine of the implementation of this mathematical conceptual understanding program involving 85% of our students. First through sixth-grade level has a variety of levels that students work through independently until they complete the entire grade level program. All math concepts are directly related to grade-level standards. Professional development in the most effective methods to monitor and elicit the best student results is provided once a year. Progress reports are sent to the administration on a weekly basis.
- Accelerated Reader (AR), The AR program targets the improvement and the consistent monitoring of every students' reading comprehension. Our effort is to have every child average at least 85% on AR quizzes since the research shows performance at this level directly impacts student improvement with reading comprehension. Students are able to take these AR quizzes in our computer lab and/or on the student laptops in the classrooms. Teaching faculty receives a minimum of annual training on the most effective use of and monitoring practices of AR. Progress reports are sent to the administration on a weekly basis.
- Lexia Reader-This year we are using Lexia Reader as a way to provide personalized learning on fundamental literacy skills for students in grades TK-6 and delivers real-time performance data without testing.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,520	\$51,374
Mid-Range Teacher Salary	\$68,110	\$80,151
Highest Teacher Salary	\$89,569	\$100,143
Average Principal Salary (ES)	\$109,417	\$126,896
Average Principal Salary (MS)	\$114,433	\$133,668
Average Principal Salary (HS)	\$121,149	\$143,746
Superintendent Salary	\$201,571	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

* 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 programs and supplemental services provided at Roosevelt and funded through our categorical budget are academic and behavioral intervention and support programs (Literacy Academy, Lexia Reading, Accelerated Reader, ST Math, Positive Behavior Interventions and Supports (PBIS), BrainPOP; technology (computers, printers, document cameras, projectors, electronic display boards); student academic incentives and rewards (medallions, certificates); parent meetings; production materials to supplement instruction; staff development; and personnel (Intervention Teacher, Teaching Fellows, and English language interpreters). We have also implemented a reading lab to provide intervention during the school day. Teachers in all grades provide Tier 1, 2, and 3 reading intervention support and assessment. Additionally, classified staff are hired for extra supervision and to provide additional positive incentives and rewards for students during the school day.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,905.93	\$318.91	\$5,587.02	\$73,460.80
District	N/A	N/A	\$8,972.98	\$72,234.80
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-46.5	1.7
School Site/ State	-68.5	-11.9

Note: Cells with N/A values 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.