

Reynolds Elementary School

4575 Douglas Drive • Oceanside CA, 92057 • (760) 901-7200 • Grades K-5

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<http://www.reynolds.oside.us/>

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



Oceanside Unified School District

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District Governing Board

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Eric Joyce, Clerk

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District Administration

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Shannon Soto, Ed. D.

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**Associate Superintendent Human
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business
Services**

School Description

The mission of Reynolds Elementary School is to prepare students to thrive in a global society. Reynolds students will be able to communicate effectively across linguistic and cultural boundaries; see and understand the world from multiple perspectives; and comprehend global events and creatively address ways to solve them.

The vision of Reynolds School is to ensure that students have the global competencies necessary to thrive in a global society. The competencies include:

- Mastery of the English language both written and verbal
- Bilingualism and biliteracy
- Globally competitive competencies in Mathematics and Science
- Digital literacy
- Social and civic participation and leadership
- A sense of initiative and entrepreneurship
- Cultural awareness and expression

At Reynolds School, staff, parents, and community share the following beliefs:

- Every child can learn, succeed, and attain a high level of academic achievement based on the Common Core State Standards
- Learning is an active process of inquiry where students engage in discovery and meaning
- Language learning improves a student's academic performance while promoting cultural understanding and awareness
- Education fosters understanding, enabling our students to live as more peaceful, productive, and responsible global citizens

At Reynolds we have built a global community that celebrates diversity and cultural understanding.

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	105
Grade 1	103
Grade 2	112
Grade 3	98
Grade 4	104
Grade 5	95
Total Enrollment	617

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	3.2
Hispanic or Latino	68.1
Native Hawaiian or Pacific Islander	2.3
White	11.7
Two or More Races	7.9
Socioeconomically Disadvantaged	66
English Learners	27.2
Students with Disabilities	11

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 Reynolds Elementary	17-18	18-19	19-20
With Full Credential	22.50	28	27
Without Full Credential	0.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Reynolds Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	1	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)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) <ul style="list-style-type: none"> Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> Big Books (Grade K) Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> Big Books (Grade K-1) Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In order to provide a safe campus for students, staff and the community, policies and procedures are in place to provide structure and order in the operation of the school. After input from the staff and community, the campus was converted to a "closed campus" in the 2018-19 school year where only students are permitted to enter the campus during the before-school recess. The staff requests approval of school visitors in advance and that information is provided to the front office staff where they assist visitors in the check-in process.

The cleanliness of the school is good and is always a focus for the staff. At the start of every school year, teachers provide students with a tour of the school and discuss expectations for keeping the school clean. A lead custodian and a pm custodian clean the school on a daily basis.

Improvements to the school include the purchase of a new stage for the school in 2017-18 after the district installation of new flooring in the MPR. The PTO also purchased sun shades to improve the outdoor eating area for the students. The three play areas were completely changed for the 2018-19 school year whereby new play structures were installed, eliminating the flooding that took place in these areas.

Needed maintenance includes the improvement of outside lighting, painting and repair of building trim, and on-going replacement of ceiling tiles.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	ADMIN BLDG.: 4. WATER STAIN CEILING TILES P-RM J-1/ STORAGE: 4. CARPET IS WORN P-RM J-2: 4. CARPET IS WORN WITH TEARS 13. GUTTERS HAVE HOLES P-RM KA4: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 11. PAINT IS CHIPPING ON SIDING

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	<p>P-RM KA4: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLES 11. PAINT IS CHIPPING ON SIDING</p> <p>RM A-2: 11. PAINT IS CHIPPING ON WEST GUTTERS 13. GUTTER HAS HOLES</p> <p>RM A-3: 11. PAINT IS CHIPPING ON WEST GUTTERS 13. GUTTER HAS HOLES</p> <p>RM B-1: 11. PAINT CHIPPING ON EAVE 13. GUTTER HAS HOLE</p> <p>RM B-2: 11. PAINT IS CHIPPING ON EAVES</p> <p>RM C-1: 11. PAINT IS CHIPPING ON TRIM 13. HOLES IN GUTTER WEST SIDE</p> <p>RM C-2: 11. PAINT IS CHIPPING ON EAVES 13. HOLES IN GUTTER WEST SIDE</p> <p>RM C-3: 11. PAINT IS CHIPPING ON EAVES 13. GUTTERS ON WEST SIDE HAVE HOLES</p> <p>RM D-1: 11. PAINT IS CHIPPING ON TRIM AND EAVES</p> <p>RM D-2: 11. PAINT IS CHIPPING ON TRIM</p> <p>RM E-1: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES</p> <p>RM E-2: 11. PAINT IS CHIPPING ON EAVES</p> <p>RM E-3: 11. PAINT IS CHIPPING ON TRIM</p> <p>RM F-1: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES</p> <p>RM F-2: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES</p> <p>RM G-1: 11. PAINT IS CHIPPING ON EAVES 13. GUTTERS ARE RUSTED WITH HOLES</p> <p>RM G-2: 11. PAINT IS CHIPPING ON EAVES 13. GUTTER HAS HOLE @ ELBOW OF DOWN SPOUT</p> <p>RM K-1: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES</p> <p>RM K-2: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES</p> <p>RM K-3: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES</p> <p>STAFF LOUNGE: 11. PAINT IS CHIPPING ON TRIM</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	P-RM J-2: 4. CARPET IS WORN WITH TEARS 13. GUTTERS HAVE HOLES P-RM J-3: 13. GUTTER HAS HOLES P-RM J-4: 13. GUTTER HAS HOLES RM A-1: 13. GUTTER HAS HOLES RM A-2: 11. PAINT IS CHIPPING ON WEST GUTTERS 13. GUTTER HAS HOLES RM A-3: 11. PAINT IS CHIPPING ON WEST GUTTERS 13. GUTTER HAS HOLES RM B-1: 11. PAINT CHIPPING ON EAVE 13. GUTTER HAS HOLE RM C-1: 11. PAINT IS CHIPPING ON TRIM 13. HOLES IN GUTTER WEST SIDE RM C-2: 11. PAINT IS CHIPPING ON EAVES 13. HOLES IN GUTTER WEST SIDE RM C-3: 11. PAINT IS CHIPPING ON EAVES 13. GUTTERS ON WEST SIDE HAVE HOLES RM E-1: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES RM F-1: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES RM F-2: 11. PAINT IS CHIPPING ON TRIM 13. GUTTER HAS HOLES RM G-1: 11. PAINT IS CHIPPING ON EAVES 13. GUTTERS ARE RUSTED WITH HOLES RM G-2: 11. PAINT IS CHIPPING ON EAVES 13. GUTTER HAS HOLE @ ELBOW OF DOWN SPOUT RM G-3: 13. GUTTER HAS HOLE @ ELBOW OF DOWN SPOUT RM G-4: 13. GUTTER HAS HOLE @ ELBOW OF DOWN SPOUT RM K-1: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES RM K-2: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES RM K-3: 11. PAINT IS CHIPPING ON TRIM AND EAVES 13. SOUTH GUTTER IS RUSTED WITH HOLES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	37	44	45	46	50	50
Math	41	40	36	36	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	16.7	20.8	12.5

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	309	305	98.71	43.93
Male	143	141	98.60	40.43
Female	166	164	98.80	46.95
Black or African American	15	14	93.33	35.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	219	99.55	39.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.29	57.58
Two or More Races	15	15	100.00	60.00
Socioeconomically Disadvantaged	220	217	98.64	40.55
English Learners	110	109	99.09	33.03
Students with Disabilities	56	55	98.21	20.00
Students Receiving Migrant Education Services	--	--	--	--
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	309	304	98.38	40.13
Male	143	141	98.60	37.59
Female	166	163	98.19	42.33
Black or African American	15	14	93.33	35.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	219	99.55	35.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	33	94.29	48.48
Two or More Races	15	14	93.33	57.14
Socioeconomically Disadvantaged	220	216	98.18	38.43
English Learners	110	109	99.09	30.28
Students with Disabilities	56	55	98.21	23.64
Students Receiving Migrant Education Services	--	--	--	--
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)

Parental involvement is key to student success at Reynolds School. Parents who serve on our School Site Council help make decisions about school goals and budget expenditures. Our PTO consists of dedicated parents who work collaboratively with staff members to plan fund-raising events as well as family activities such as Harvest Fair and the end-of-the-year celebration. Coffee with the Principal offers parents the opportunity to talk with the principal about school goals, school mission, and educational programs designed for all Reynolds students. Family Nights are provide parents with an opportunity to learn alongside their children. Parents can volunteer in the classroom, work at home on projects, and supervise students during field trips. To volunteer, contact Lisa Lopez, in the school office at 760-901-7200.

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

We revise our Safe School Plan annually with the last revision occurring in the spring of 2018. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. It is available to view in the school office for parents. The plan is shared during school wide staff meetings. Reynolds staff and students practice fire drills monthly, lock down drills, and disaster drills throughout the school year. Each year Oceanside Unified School district along with the local fire department and police department conduct a mock emergency at the school site. During the mock drill the school staff and students are assessed for their quick and immediate response in addressing the crisis in order to ensure safety for all individuals on the campus. We hold trainings for staff on emergency preparedness at the beginning of each school year and for new staff members as they join us. Together with the Oceanside Police Department, our Safe School Committee developed our Crisis Response Plan.

The custodial staff inspects playground equipment regularly to keep it safe and quickly makes any necessary repairs. Campus Supervisors monitor the school grounds for 30 minutes before school and for all recess and lunch periods for students. During school hours, we have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	3.1	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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	23		6		20	2	4		18	5	1	
1	19	4	1		18	2	4		21	2	2	
2	18	5	1		23		4		25		5	
3	25		4		21	3	2		24	2	2	
4	31		3		28		3		31		3	
5	24	1	3		32		1	2	28	1	1	2
Other**					9	2			6	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

In alignment with the District's instructional focus, our focus has been the following: All students will demonstrate their thinking, both verbally and in writing, to show understanding of their learning. This instructional focus is embedded in the professional development opportunities at Reynolds. In addition, there is a focus on language arts instruction in order to support student achievement in these areas.

The teaching staff at Reynolds Elementary is diligent in utilizing the professional development opportunities to further develop their instructional practice. Teachers participate in Professional Learning Community meetings with their grade level partners. These meetings are structured to monitor every students' academic progress in reading and mathematics and to support teachers in developing lessons that support the learning of the Common Core State Standards.

Professional Development opportunities are scheduled prior to the start of school each year and in January to facilitate designated curriculum instructional planning for the teaching staff.

The focus of our professional development has been on the Common Core State Standards through teachers participation in district workshops to gain an understanding of what students are expected to learn in K-12 Mathematics and English Language Arts. Teachers are provided time through Professional Learning Community meetings and through release time to plan and develop instruction implementing the new Common Core Standards based upon the knowledge obtained through the district workshops.

Teachers offer support to their colleagues by collaborating on the implementation of the CCSS through PLC meetings with the school principal. Assessments are the guide to support student learning which is an ongoing measure of teaching and learning. MAP testing (Measures of Academic Progress) results are compiled at the end of each trimester to help evaluate student progress in grades 2-5. Kindergarten and first grade teachers utilize district assessment results at the end of each trimester to measure student growth in reading and mathematics. Every student is assessed in reading throughout the school year and students receive targeted guided reading based upon their instructional level.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	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 school offers families in the community a two-way bilingual (Spanish/English) immersion program where students begin the program in kindergarten, along with the traditional instructional program in English.

As one of the goals of the school is to develop students with strong literacy skills, funding is allocated to increase classroom libraries, whereby increasing student access to books that are of interest to them. Additional funding is also allocated to the school library. In order to continue to support our teachers, professional learning opportunities are site based and teachers are able to participate in district offered professional learning in the areas of math, literacy and science. Before school tutoring in the area of English Language Development was offered before school to supplement instruction. As the staff continues to utilize strategies that are innovative and support critical thinking, teachers have been able to be part of Harvard University's on-line courses that are research-based.

Resources at the school include counseling services from outside agencies and to support parents, the discipline approach "Love and Logic" training was offered on-site by the school's School-based Resource Teacher. The school shares a school psychologist with another elementary school.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11214.77	2612.46	8602.3	\$79,914
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.0	-1.8
School Site/ State	13.6	-2.6

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.