

Ethel Phillips Elementary School

2930 21st Avenue • Sacramento, CA 95820 • 916.395-4565 • Grades K-6

Daniel Hernandez, Principal

Daniel-Hernandez@scusd.edu

<http://ethelphillips.scusd.edu/>

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



Sacramento City Unified School District

5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board

Jessie Ryan

President, Board of Education, Area 7

Christina Pritchett

**1st Vice President, Board of Education,
Area 3**

Michael Minnick

**2nd Vice President, Board of Education,
Area 4**

Lisa Murawski

Board of Education Member, Area 1

Leticia Garcia

Board of Education Member, Area 2

Mai Vang

Board of Education Member, Area 5

Darrel Woo

Board of Education Member, Area 6

Olivia Ang-Olson

Student Board Member

District Administration

Jorge Aguilar

Superintendent

Lisa Allen

Deputy Superintendent

Christine Baeta

Chief Academic Officer

Rose Ramos

Chief Business Officer

Cancy McArn

Chief Human Resources Officer

Vacant

Chief Communication Officer

Vacant

Chief Operations Officer

Vincent Harris

**Chief Continuous Improvement &
Accountability Officer**

Elliot Lopez

Chief Information Officer

Olga L. Simms

Instructional Assistant Superintendent

School Description

Mission Statement: In Order to bring our vision into reality, we will:

- Develop cooperation within the community
- Foster students' creativity
- Teach responsibility
- Provide quality instruction of California Common Core Standards.

Encourage opportunities for students to think critically and solve problems.

Vision: The students, families, staff and surrounding neighbors of Ethel Phillips School are working together to support all students to develop cooperation with peers, creativity, personal responsibility and accountability. Students will achieve academically and develop critical thinking and problem-solving strategies that will lead to success in an ever-changing world.

Description: Ethel Phillips is tucked away in the City Farms neighborhood near the Northern Franklin business district. The school has many generations of our families that attended and continue to attend as part of tradition and some for loyalty. Our student population has and continues to be largely Hispanic, but always diverse. Our attendance area covers a region that includes formerly Maple Elementary school (now closed) attendance area. Students from that area are bussed onto campus for safety reasons. Over 50% of the population is bilingual, most of which are Spanish speaking families. The needs of the neighborhood continue to warrant the need and support for our Bilingual Early Exit Transitional program.

We offer a K-3 bilingual program which is to support families of Spanish speaking homes. The opportunity to use the Spanish support at home to acquire academic language in Spanish until a full transition is made toward the end of 3rd grade year. The ultimate goal of the program is to acquire academic English by having a strong foundation in academic Spanish while working with the same content areas as their peers in other grade levels. Instruction in English exists as part of the English Language Development time in each grade level, in other subject areas depending on the grade level, and informal English exists during recess and other interactions with classes from traditional classrooms.

Ethel Phillips is one of the districts early adopters of Balanced Literacy, which is a structure to support reading and writing with specific teaching points, independent work and sharing opportunities. Students are working toward increasing the rigor of academic conversations in all content areas as is the school district. Many of the lessons are part of larger units of genre studies which are deepening the understanding of students knowledge. Even during math instruction, the structure of lessons follows the pattern within Balanced Literacy. The goal is to have students discussing solutions, working collaboratively and thinking critically about the possible solutions in a positive, responsible but with a critical eye.

With the ever-changing world, it has been an area of interest for the school to allow more access to relevant technology. With some district support, classrooms are now providing opportunities for students to use technology such as iPod, iPad, laptops (Mac and PC) as intervention and often as part of the curriculum. Access currently varies between classrooms, but is now available to all students. Additional tutoring and clubs have also begun to use technology as a tool in class. The Balanced Literacy structure is incorporating more technology as part of the tools of the trade.

Over the past few years, the community has asked for ongoing support for students in need of interventions which thus far include, but are not limited to; academic, social-emotional and some mental health. This has been an additional focal area with differing levels of intervention. First, at a universal level, students in need of intervention (of any kind) are exposed to the classroom 'first instruction' with our core academic curriculum, and also with Social Emotional Learning (SEL) with the curriculum of Second Step and other strategies including trauma informed practices and Positive Behavior Support Systems among other practices. The staff has access to various training opportunities in SEL supportive strategies and instruction. Beyond these in class supports, Ethel Phillips also provides intervention with small groups for academic support in the areas of Reading, in English and Spanish (when in bilingual classes) provided by our Intervention and resource teachers and instructional aides. There are also supports in place for non-academic interventions with the Student support Center which is staffed (.5 FTE) with a Coordinator and matched with district support with a social worker. Additionally, social work interns, and nursing interns functioning as mentors are coordinated to work with students. Parent meetings are also conducted by District personnel to reach out further into our community.

Beyond these supports, there is also support for the use of the intervention known as Reading Partners which provides one-on-one support at the reading level of each student referred to the program.

Community support exists in various ways, including but not limited to Reading Partners volunteers working with individual students. The volunteers are from various agencies, including the following:

- Sir-optimist Metro Sacramento (SIMS)
- Sac State
- News 10
- Local High Schools (public and private)
- Other private individuals not affiliated with agencies.
- Sac city

The after school program at Ethel Phillips offers families an opportunity to have students participate in the after school program which has a curriculum including physical recreation, science, health, nutrition and more, as well as homework time for students. In addition to START, other engaging activities provide enrichment or extra-curricular activities after school such as: Intel PC Pals, Knitting club, Art club, and sports.

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	66
Grade 1	72
Grade 2	68
Grade 3	64
Grade 4	71
Grade 5	72
Grade 6	96
Total Enrollment	509

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.4
Asian	7.7
Filipino	0.2
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	0.8
White	2.8
Two or More Races	3.7
Socioeconomically Disadvantaged	95.5
English Learners	49.5
Students with Disabilities	11.2
Foster Youth	0.6
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 Ethel Phillips Elementary School	17-18	18-19	19-20
With Full Credential	20	25	22
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sacramento City Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	1897
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Ethel Phillips 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	1	1	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)

The district instructional material evaluation committee, consisted of members representing teachers, administrators, other staff, students, parents/guardians, and community, ensures that the selected textbooks, technology-based materials and other educational materials effectively support the district's adopted courses of study and meet current curricular goals and California Content Standards. Teachers, students, parents/guardians and community members have the opportunity to review and provide input about the instructional materials being considered for adoption. Recommendations for the adoption and/or withdrawal of instructional materials by the instructional material evaluation committee are presented to the Board by the Superintendent or designee and include documentation supporting the recommendation. In some instances, the considered textbooks and/or instructional materials are piloted for a period of time before being recommended for adoption to the Board of Education.

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	Benchmark Advance - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th - 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, McMillian McGraw-Hill - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Vistas, McMillian McGraw-Hill - 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)

Ethel Phillips Elementary School, built in 1951, received Facility Inspection Tool (FIT) overall repair rating score of "exemplary" from its most recent facility inspection in September 2018. The district governing Board has adopted cleanliness standards for all district schools to ensure that all schools are clean, safe and functional. The district Operations Department takes great pride following a work order process that provides efficient and timely services to all the sites. The principal works directly with the site custodial staff to develop cleaning schedules to ensure that the school is clean and safe.

The passage of Measure Q, the district's 2012 general obligation bond, provided facility upgrade funding to all district schools. The district performed Quick Strike projects during the summer of 2014, which allowed schools to pick from one of the following improvements: 1) marquees, 2) closed-circuit television (CCTV) surveillance, 3) exterior painting, or 4) seal coating and striping of parking lots or playgrounds. Fire alarms at all the district schools were upgraded. Additional 10 million dollars have been allocated for safety and security upgrades, which are expected to begin in 2019.

Funding from the federal government through Universal Service Administrative Company (USAC) provided for technology infrastructure improvements to the district's wireless connectivity. The improvements, which are expected to be completed by the end of 2019, will increase classroom internet access and digital voice communication.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/25/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	17	22	40	43	50	50
Math	19	22	32	32	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.

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	301	288	95.68	21.88
Male	151	147	97.35	19.05
Female	150	141	94.00	24.82
Black or African American	17	16	94.12	0.00
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	20.00
Hispanic or Latino	239	230	96.23	23.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	10	76.92	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	278	266	95.68	19.92
English Learners	181	173	95.58	20.81
Students with Disabilities	56	55	98.21	9.09
Students Receiving Migrant Education Services	--	--	--	--

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	303	298	98.35	22.48
Male	151	150	99.34	24.00
Female	152	148	97.37	20.95
Black or African American	19	18	94.74	0.00
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00	40.00
Hispanic or Latino	239	238	99.58	23.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	10	76.92	20.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	279	274	98.21	23.36
English Learners	181	181	100.00	27.62
Students with Disabilities	57	56	98.25	1.79
Students Receiving Migrant Education Services	--	--	--	--

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)

Classroom Assistance (school or home)	Parent-Teacher Association
Field Trip Support	Home Visit Project/Community Meetings
ELAC/SSC Meetings	Student Safety & Supervision
Parent Training	Library Volunteer
Parent Meetings	After-school Programs
FACE run Parent training/meetings	Volunteers at activities (fall festival, pancake breakfasts, etc.)
Academic Parent Teacher Team	Academic nights: MATH, READING, SCIENCE, STEM

For more information, contact Daniel Hernandez, Principal at (916) 395-4565.

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 Safety Plan
 Sacramento City Unified School District
 Comprehensive Safe School Plan (CSSP) 2019-2020

The Comprehensive Safe School Plans (CSSP) for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2019 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Currently the CSSP contains the following sections.

Section 1	Crisis Communication Flow Chart
Section 2.....	Site Level Emergency Procedures
a) Lockdown Response	
b) Fire	
c) Bomb Threat, ATF Bomb Threat Checklist	
d) Active Shooter	
e) Chemical Accident	
f) Severe Weather/Loss of Power (City of Sacramento)	
Section 3.....	Earthquake Emergency Procedure
a) Evacuation for Persons with Disabilities	
Section 4.....	Site Level Use of schools as a Community Shelter
Section 5.....	District Policies & Protocols Related to Student Safety
a) BP 5020: Parents Rights & Responsibilities and BP 5021 Noncustodial Parents	
b) Mandated Child Abuse Reporting	
c) Suicide Risk Assessment Procedures	
d) Mental Health Crisis Response Procedure	
e) Missing Student Protocol	
Section 6.....	Bullying Policies and Procedures
a) AR 5145.4 Anti-Bullying - Students	
b) Report of Suspected Bullying Page 1	
c) Report of Suspected Bullying Page 2	
d) Guidance for Action Plan	
e) Student Safety Plan	
Section 7.....	Dangerous Student Notification/Email Notifications Made by IT Dept
Section 8.....	Wellness Plan
a) BP 5030 Student Wellness	
Section 9.....	District Handbook
Section 10.....	Component I: Social Climate
.....	Component II: Physical Climate/Campus
Section 11.....	Site Level Incident Command System (ICS) Roles and Team
Section 12.....	Site Level Communication Procedures
a) Emergency Phone Tree	
Section 13.....	Before and After School Programs
.....	Coordinators/Contact Numbers
.....	Days/Hours of Operation on Campus
Section 14.....	Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....	Site Level Family Reunification Plans
a) Reunification Logs	
Section 16.....	*Site Level Provisions for Students/Staff with Special Needs
a) Site Evacuation for Persons with Special Needs	
Section 17.....	School Site Safety Committee Member List and Approval of CSSP
Section 18.....	Staff/School Handbook
Section 19.....	Site Map (Please Label All Rooms)
Section 20.....	OPTIONAL – Additional Site Specific Safety Information

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.7	5.0	6.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.2	5.6
Expulsions Rate	0.0	0.0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.4
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		22	2	4		22		6	
1	23		3		23		3		24		3	
2	24		3		21	2	1		23	1	2	
3	25		3		22		3		21		3	
4	26		3		34			2	33			2
5	24	1		2	27		3		33			2
6	108	1	3	1	103	2	2	1	109	1	3	1
Other**									7	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

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional learning program that is focused on Literacy (including ELA Common Core Standards), English Language Learners, Differentiation of Instruction, Data Inquiry, Culturally and Linguistically Relevant Teaching and Learning, and Conceptual Understanding of Mathematics. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our Local Control Accountability Plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

Professional learning opportunities are offered during school hours and outside of contracted hours. In addition to on-site coaching and regular professional learning opportunities, a designated collaborative Thursday time provides the opportunity for teachers to engage in collaborative professional learning at their respective schools focusing on deepening their content knowledge, strengthening their instructional repertoire, improving their assessment strategies, and fostering a shared sense of responsibility.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,673	\$48,612
Mid-Range Teacher Salary	\$60,025	\$74,676
Highest Teacher Salary	\$98,512	\$99,791
Average Principal Salary (ES)	\$120,748	\$125,830
Average Principal Salary (MS)	\$127,364	\$131,167
Average Principal Salary (HS)	\$139,247	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,547	\$1,959	\$5,587	\$67,390
District	N/A	N/A	\$6,048	\$73,236.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.0	-3.4
School Site/ State	-30.2	-15.3

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.

Types of Services Funded

SCUSD and district schools provide supplemental programs and services through categorical funds and other sources to support the needs of all students, including GATE, students with disabilities and English learners. Programs and services such as enrichment program, family engagement activities, supplemental instructional materials, and academic, social and emotional support programs help our students achieve grade level readiness, mastery of the California Common Core State Standards (CCSS), and college and career readiness. Ethel Phillips Elementary School and district supplemental programs and services include:

- Free breakfast and lunch for all students
- Tutoring
- Supplemental instructional materials and books
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Educational Services (SES)
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's 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.