



Rio Vista Elementary School

67-700 Verona Rd. • Cathedral City, CA 92234 • 760 416-0032 • Grades K-5

Mike Long, Principal
mlong@psusd.us

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
(760) 416-6000
www.psusd.us

District Governing Board

Karen Cornett, Member
Shari Stewart, President
Richard Clapp, Member
John Gerardi, Clerk
James Williamson, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

The Mission Statement for Rio Vista Elementary School:

Rio Vista Elementary School is a school of excellence where our community of learners, including all faculty, students, parents and community members work as a team to increase student achievement, to build academic success, to encourage good citizenship, to develop healthy values, and to elevate a sense of happiness and wellbeing for all students.

- Our school promotes good manners and good citizenship: respect, perseverance, kindness, fairness, responsibility, friendship, caring, trustworthiness, consideration, and pride.
- Our school instills a desire to learn in each child.
- Parents and teachers are sensitive to each child's individual needs so that every student reaches his/her full potential.
- Every student is challenged to strive for his or her best.
- Our school is a safe and secure environment that supports diversity and inclusion.
- Our school provides a well-rounded, enriched education to establish college readiness.
- All children are encouraged to be and achieve all that they can, with guidance and support from all school personnel and parents.

School Description

Rio Vista Elementary School, located in Cathedral City, opened its doors for the first day of school on August 30, 2004. As one of sixteen elementary schools in the Palm Springs Unified School District, Rio Vista serves approximately 730 students in grades kindergarten through five. The campus consists of 29 classrooms, a kindergarten building with two classrooms, a multipurpose building, an administrative office and library building and a large playground. A Head Start building is also located on our campus. The school is located in a neighborhood where extensive home building continues to be part of the landscape. The majority of our students live within walking distance. Another large segment of our student body are on intra-district transfers. Rio Vista is on a traditional school calendar. Rio Vista Elementary parents and staff have participated in decisions to set the tone, traditions, and practices for years to come. Establishing and maintaining the culture of our school falls into the hands of our entire learning community. Our focus statement, Hand In Hand We All Learn, is being realized as our entire community participates in the process that becomes our practice. The Rio Vista website provides parents with up to date information about school activities, grade level events, educational websites, and PTA announcements. A dedicated cadre of parents volunteer regularly in classrooms. Each grade level holds a Back to School Night to maximize the amount of information that parents are provided specifically for each child in their family. The active Parent Teacher Association, under strong leadership, meets monthly and is dedicated to increasing parent involvement.

The School Site Council members are elected annually on a rotating schedule to provide continuity. The ten-member Council is fulfilling their duties as assigned. The Single Plan for Student Achievement is updated annually by the School Site Council. Our school will evaluate the effectiveness of our SPSA shortly after CST scores are released and our SSC and other leadership groups have had the opportunity to review all student achievement data. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. Students who are performing below their grade level in accordance with program standards are identified for Title I services.

Teachers ensure that student needs in reading and mathematics are being met through classroom practices and after-school interventions by monitoring all students regularly. Teachers use the Student Success Team to eliminate barriers to student success. The process may help to identify students needing special education resources, which include Special Day classes, Resource specialist assistance and Speech and Language services. A school psychologist is assigned to our school one day a week. A speech therapist provides services for all students needing services. There are three Gifted and Talented Education (GATE) cluster classes. One each in third, fourth and fifth grade. The program extends beyond the grade level curriculum to include enrichment activities, extended computer usage and the Treasures novels. English Learners receive full instruction in English. Three bilingual aides provide support for students in classroom environments with curriculum and presentation designed for children who are learning the language. Interventions are provided daily to meet the academic needs of all students. A 55 minute block of time is devoted to Core Support each day. During this time students receive instruction in small groups at their ability level. Additional classroom support is also available to work with students in small groups during Core Support.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760 416-0032 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	111
Grade 1	120
Grade 2	115
Grade 3	130
Grade 4	118
Grade 5	129
Total Enrollment	723

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.8
Asian	2.6
Filipino	2.1
Hispanic or Latino	73.4
Native Hawaiian or Pacific Islander	0.1
White	17.6
Two or More Races	1.5
Socioeconomically Disadvantaged	77.3
English Learners	41.4
Students with Disabilities	8.9
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Rio Vista Elementary School	13-14	14-15	15-16
With Full Credential	29	32	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Palm Springs Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	1024
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	39

Teacher Misassignments and Vacant Teacher Positions at this School			
Rio Vista Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.3	0.7
High-Poverty Schools	99.3	0.7
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

State adopted curriculum is accessible to all students and each student has a copy of the textbook in every subject. Each state adopted textbook is aligned with the California grade level standards that students learn throughout the year. Intervention materials have been purchased to assist students who are below grade level. Textbooks are chosen by a curriculum adoption committee with teacher input for each subject. Every student, including English Learners, has access to their own textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillen/McGraw Hill 09/10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson/enVision Math 08/09 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt/California Science 07/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt/Reflections 06/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

We have 29 classrooms, one multipurpose room, one large playground with a large athletic field, one school library, and an office area. The school opened in August of 2004 and is in great condition. We have two custodians during the school year (one during the day and one in the evening). Rio Vista is a secure campus where the gates remain closed and locked during the day. All visitors must enter through the office and receive a visitor's sticker.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/03/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	44	32	44
Math	34	20	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	81	67	50	50	44	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.40	16.00	43.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	44
All Student at the School	67
Male	73
Female	64
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	56
White	95
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	23
Students with Disabilities	63
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	126	125	99.2	43	27	11	18
	4	115	115	100.0	32	23	27	18
	5	125	119	95.2	20	21	34	24
Male	3		79	62.7	51	19	10	20
	4		58	50.4	34	21	24	21
	5		58	46.4	24	19	38	19
Female	3		46	36.5	30	41	13	15
	4		57	49.6	30	25	30	16
	5		61	48.8	16	23	31	30
Black or African American	3		4	3.2	--	--	--	--
	4		3	2.6	--	--	--	--
	5		3	2.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		2	1.7	--	--	--	--
Asian	3		1	0.8	--	--	--	--
	4		4	3.5	--	--	--	--
	5		6	4.8	--	--	--	--
Filipino	3		6	4.8	--	--	--	--
	4		6	5.2	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		83	65.9	47	30	11	12
	4		83	72.2	39	23	25	13
	5		86	68.8	26	23	31	20
White	3		27	21.4	41	19	7	33
	4		16	13.9	19	19	38	25
	5		21	16.8	10	24	33	33
Two or More Races	3		3	2.4	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		99	78.6	47	29	11	12
	4		92	80.0	37	24	25	14
	5		96	76.8	23	22	32	23
English Learners	3		44	34.9	48	36	7	9
	4		53	46.1	32	23	23	23
	5		32	25.6	44	28	22	6
Students with Disabilities	3		14	11.1	86	14	0	0
	4		4	3.5	--	--	--	--
	5		9	7.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	126	125	99.2	35	26	29	10
	4	115	115	100.0	19	49	20	12
	5	125	119	95.2	36	32	19	13
Male	3		79	62.7	32	32	23	14
	4		58	50.4	16	48	21	16
	5		58	46.4	36	26	22	16
Female	3		46	36.5	41	17	39	2
	4		57	49.6	23	49	19	9
	5		61	48.8	36	38	16	10
Black or African American	3		4	3.2	--	--	--	--
	4		3	2.6	--	--	--	--
	5		3	2.4	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		2	1.7	--	--	--	--
Asian	3		1	0.8	--	--	--	--
	4		4	3.5	--	--	--	--
	5		6	4.8	--	--	--	--
Filipino	3		6	4.8	--	--	--	--
	4		6	5.2	--	--	--	--
	5		1	0.8	--	--	--	--
Hispanic or Latino	3		83	65.9	39	29	25	7
	4		83	72.2	23	54	11	12
	5		86	68.8	42	33	17	8
White	3		27	21.4	33	19	37	11
	4		16	13.9	6	38	56	0
	5		21	16.8	24	29	33	14
Two or More Races	3		3	2.4	--	--	--	--
	4		1	0.9	--	--	--	--
	5		2	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		99	78.6	40	27	23	9
	4		92	80.0	23	55	11	11
	5		96	76.8	40	31	17	13
English Learners	3		44	34.9	41	32	23	5
	4		53	46.1	11	58	11	19
	5		32	25.6	66	25	9	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		14	11.1	29	57	14	0
	4		4	3.5	--	--	--	--
	5		9	7.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parent communication and involvement are high priorities at Rio Vista Elementary. Parent involvement and student success are closely linked. Many opportunities for education, service, and family fun are provided throughout the school year. At Rio Vista Elementary School we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of Rio Vista's parent involvement policy by sending all notices to all families, in English and Spanish, of meeting dates for School Site Council, English Language Learners Committee, Back to School Nights, all parent education nights, PTA meetings, and all other functions where parents have the opportunity to have a voice. Translators are provided for meetings, evening after school programs, and parent conferences. Our entire facility is handicap accessible and our multipurpose room has an Assistive Listening System for the hearing impaired. A bilingual secretary and clerk are available to maintain communication with all of our parents. The Rio Vista home/School Compact has been developed and approved by staff and parents for schoolwide use. The signed compacts are on file in each teacher's classroom. Title I funds support these parent involvement opportunities. Classroom and school volunteers provide many services to our students and staff. Teachers develop parent classroom participation schedules in accordance with the needs of the students. These volunteers tutor individual students and small groups of students, assist teachers in the classroom, give support to the office staff, and help out during special programs. The Rio Vista Parent Involvement policy is distributed at the beginning of each school year during Back to School Nights and in the Parent/Student Handbook. The Parent Teacher Association (PTA) is committed to creating a close relationship between classroom teachers and parents for the collective work they are dedicated to on behalf of the children. The organization provides communication opportunities between parents and teachers regarding student and classroom needs. They also raise funds, provide social events, and promote philanthropic projects. The School Site Council (SSC) is comprised of elected parents and staff members. The Council works together to chart the school's path to improvement. The English Language Advisory Committee (ELAC) is made up of elected parents of English Language Learner students. The committee deals with issues related to the academic performance and needs of the English Language Learners. Family Nights include Back to School meetings, Reading nights, Winter music program, and special family evening assemblies.

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The focus of the Safe School Plan includes: (1) a comprehensive program of positive behavior, (2) promotes parent involvement, (3) maintains a safe and secure campus providing for the safe ingress and egress to the school site. School achievement is directly related to a positive learning environment. Rio Vista is committed to maintaining a highly supportive, proactive environment that allows all students the opportunity to reach their fullest potential academically, socially and emotionally. Students can direct their full attention toward learning when they feel secure and respected. Therefore, we strive for a safe and accommodating atmosphere that encourages respect towards self and others, while developing self-discipline and a sense of personal responsibility through implementation of the Self Manager Program schoolwide. We also understand the importance for daily routines and procedures and providing rewards and consequences to students. Our goal is to continue to maintain a physically secure campus by creating and executing specific procedures for safe and efficient student dismissal. There will be a cohesive and efficient plan to respond to crisis situations. All teachers will be active and involved in our daily dismissal procedures. Finally, we will require all staff members to wear identification badges and volunteers to wear volunteer badges.

Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	1.15	0.25	0.26
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	6.94	5.92	5.64
Expulsions Rate	0.46	0.33	0.36
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		18
Percent of Schools Currently in Program Improvement		69.2

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	29	23	28		1		4	4	4			
1	30	29	30				4	4	4			
2	28	29	23				4	4	5			
3	25	25	21	1	1	1	4	4	5			
4	30	31	24			1	3	4	4	1		
5	29	26	27		1	1	4	4	4			
Other	11			2								

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.4
Social Worker	0.00
Nurse	0.2
Speech/Language/Hearing Specialist	1.00
Resource Specialist	1.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0.00

* 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.

Professional Development provided for Teachers

Professional Development opportunities for teachers have been provided by the district in reading workshops, reading interventions, writing, technology, mathematics, Science, English language development and classroom management. Rio Vista Professional Development opportunities have included: Apple computer training, Core Support training, Thinking Maps, Study Island, Professional Learning Communities, Power Teaching strategies, Guided Language Acquisition Design strategies for second language learners, standards based Social Science instruction, Standards calibration, data analysis, technology in the classroom, development of SMART goals, data teams, fluency instruction, Common Core, and vocabulary instruction. Classroom volunteers are trained by teachers to provide high quality 1:1 tutoring to students. Paraprofessionals receive training in specific intervention programs and 1:1 strategies.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,791	\$43,165
Mid-Range Teacher Salary	\$65,423	\$68,574
Highest Teacher Salary	\$90,847	\$89,146
Average Principal Salary (ES)	\$119,924	\$111,129
Average Principal Salary (MS)	\$119,400	\$116,569
Average Principal Salary (HS)	\$137,564	\$127,448
Superintendent Salary	\$210,585	\$234,382
Percent of District Budget		
Teacher Salaries	31%	38%
Administrative Salaries	4%	5%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,680	\$2,335	\$6,345	\$81,505
District	♦	♦	\$6,996.03	\$73,970
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			-9.3	10.2
Percent Difference: School Site/ State			18.6	11.7

* Cells with ♦ do not require data.

Types of Services Funded

Title I Funds

Extended library hours - The librarian provides before and after school access for students and parents to access books and take Accelerated Readers tests.

Parent education opportunities - Child care and translations for meetings and parent nights are provided. Kindergarten Parent orientation, Back to School education nights, Family Reading Nights are designed as learning experiences for parents to learn with their children so they can help their children at home. These opportunities impact learning.

Differentiated instruction - Apple laptop computer carts to facilitate web-based learning opportunities have been purchased. Staff development to attend technology conferences and trainings support differentiated instruction. Technology coordinator provides instructional support.

After-school Intervention classes - All grade levels provide after-school intervention classes. These intensive intervention classes are designed to meet the specific needs of underperforming students.

Sub-release days – Student Success Team members are released for SST meetings that are held during the school day.

LCCF

Bilingual aides provide support in kindergarten classrooms. Aides translate for conferences and meeting. English Language Learner coordinator supports instruction and facilitates the CELDT testing record keeping. Computer purchases support differentiated instruction.

Faculty members oversee the school-wide positive discipline program and other special activities that include Self Managers, Track Meet, Yearbook, Science Fair, Music Performance, and Talent Show.

After school interventions are provided for all grade levels. Communication between the school and home is facilitated with the use of Friday Folders, student agendas, daily phone calls home regarding absences, and translations of flyers, newsletters, announcements. Clerical extra duty supports all district program goals through timely accurate data entry of testing, enrollment, health and EL records. Monthly assemblies recognize students with academic and good citizenship awards. Volunteer service is also recognized. Additional supervision aides are funded to maintain a peaceful and orderly school with a “no-bullying” atmosphere. Computer purchases and software licenses support learning for all students. Underperforming students benefit from the differentiated instruction that is provided in Lexia, Study Island, Online Phonics, Accelerated Reader and teacher assigned websites.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.