

# Cesar E. Chavez Intermediate School

7500 32nd Street • Sacramento, CA 95822 • 916.395.4530 • Grades 4-6

Eracleo Guevara., Principal  
Eracleo-Guevara@scusd.edu

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Sacramento City Unified School District

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

#### District Governing Board

Jay Hansen President, Area 1

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Superintendent

Tu Moua-Carroz

Instructional Assistant  
Superintendent

Olga L. Simms

Instructional Assistant  
Superintendent

Mary Hardin Young

Instructional Assistant  
Superintendent

### School Description

The Cesar E. Chavez Intermediate staff is dedicated to providing the best education for your child. When instruction meets student's needs, all students will achieve academic success, become effective communicators, and develop confidence in their learning.

The vision of Cesar Chavez Intermediate School is to educate well-rounded and successful students who are ready for junior high. They will meet these challenges through their enthusiasm for learning and their ability to work cooperatively while developing communication skills.

Mission: All students will achieve academic success while becoming effective communicators and developing confidence in their learning. Our mission will be achieved by working collaboratively in partnership with parents to ensure all students acquire the knowledge, skills, and qualities required to be lifelong learners and successful in our diverse society. Our staff is committed to increasing student learning by engaging all students, providing differentiated rigorous instruction, and the use of technology and research based best practices.

Cesar Chavez Intermediate School is located in the Meadowview Community (south east Sacramento). The school serves a culturally and linguistically diverse population.

To ensure continuous progress and academic success, Chavez parents and teachers work together to provide the best possible education for the children. At Chavez School, we work hard on the factors we can control and never make excuses. We demand excellence and have achieved growth in student achievement year after year, and we will continue working diligently.

We offer many special instructional programs that help our students be successful, such as our Dual Language Enrichment Program (DLEP) in Spanish and English. We offer our DLEP students the opportunity to become literate in two languages, and by the time they leave our school, they are bi-literate and bilingual in Spanish and English. We also offer School Wide Support (SWS), a program designed to provide school-wide differentiated instruction in English Language Arts (ELA). During this half hour class, students receive accelerated remediation or advanced learning, depending on their needs. To reward attendance and achievement, we hold attendance and academic award ceremonies. We have seen growth in our school from the previous year.

We also plan and ensure that students have opportunities for extra curricular activities. Each year we send our sixth graders to Sly Park, which is an outdoor environmental education center.

Target Excellence holds the after school program (Chavez Kids) that provides physical education activities, recreational arts and crafts and help with homework. To encourage student leadership, teacher advisors lead Student Council and Leadership groups.

On March 31, 2004, Chavez Intermediate School made history. Chavez School received the Sacramento Workplace Excellence Leader (SWEL) award. We are the only school in the county and district to receive this award and were recognized by the Sacramento City Unified School Board as a model school in the district. It's a school where every staff member collaborates to do what's best for kids and for student achievement. In 2006, we earned our first Gold award for student achievement. When our school was opened four years ago, our team set a goal to one day achieve the levels of student

performance to apply for and receive a California Distinguished School Award. We are also striving for the Exemplary Title I award. We have dedicated ourselves to making this happen and are on our way to seeing our goal achieved. Our school motto is ¡Sí Se Puede! (Yes, we can!).

### 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 <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 principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	136
Grade 5	151
Grade 6	119
<b>Total Enrollment</b>	<b>406</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	18.7
American Indian or Alaska Native	0
Asian	15.8
Filipino	0
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	4.2
White	2.2
Two or More Races	2.7
Socioeconomically Disadvantaged	93.8
English Learners	34.5
Students with Disabilities	12.6
Foster Youth	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			
Cesar E. Chavez Intermediate School	15-16	16-17	17-18
With Full Credential	17	14	13
Without Full Credential	0	2	3
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
Cesar E. Chavez Intermediate	15-16	16-17	17-18
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston Language Arts 2003 Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston Language Arts 2003  <b>Percent of students lacking their own assigned textbook: 0%</b>
Mathematics	Larson BIG IDEAS California Course 2, 2015-Houghton Mifflin Mathematics 2014 Larson BIG IDEAS California Course 3, 2015-Houghton Mifflin Mathematics 2014 Geometry, McDougal Littell Mathematics 2004  <b>Percent of students lacking their own assigned textbook: 0%</b>
Science	Life Science, Holt, Rinehart and Winston Science 2007 Focus on Physical Science, Glencoe/McGraw-Hill Science 2007  <b>Percent of students lacking their own assigned textbook: 0%</b>
History-Social Science	History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI) History 2005 History Alive! The United States Through Industrialism, Teachers' Curriculum Institute (TCI) History 2005  <b>Percent of students lacking their own assigned textbook: 0%</b>
Foreign Language	High Point, Hampton Brown English Language Development 2001  <b>Percent of students lacking their own assigned textbook: 0%</b>
Health	<b>Percent of students lacking their own assigned textbook: 0%</b>
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook: 0%</b>
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption: N/A</b>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 2001. This school has 18 portable classrooms which include a multipurpose room, a library, and an administrative building.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010/11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/14/17

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X				
<b>Interior:</b> Interior Surfaces	X				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Work orders have been submitted for all issues noted
	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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	50	42	47	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	27	25	39	39	48	48
<b>Math</b>	28	26	30	31	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	18	18	12.2

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	109	108	99.1	41.7
Male	49	49	100.0	49.0
Female	60	59	98.3	35.6
Black or African American	19	18	94.7	11.1
Asian	19	19	100.0	47.4
Hispanic or Latino	60	60	100.0	46.7
Socioeconomically Disadvantaged	96	95	99.0	43.2
English Learners	32	32	100.0	28.1
Students with Disabilities	19	19	100.0	26.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 2016-17 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	399	394	98.75	24.87
Male	179	176	98.32	17.61
Female	220	218	99.09	30.73
Black or African American	79	76	96.2	13.16
Asian	63	63	100	28.57
Hispanic or Latino	223	221	99.1	28.51
Native Hawaiian or Pacific Islander	16	16	100	25
White	--	--	--	--
Two or More Races	11	11	100	27.27
Socioeconomically Disadvantaged	375	370	98.67	26.22
English Learners	202	201	99.5	25.37
Students with Disabilities	69	67	97.1	2.99
Students Receiving Migrant Education Services	19	18	94.74	27.78
Foster Youth	--	--	--	--

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 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	399	394	98.75	25.89
Male	179	176	98.32	26.14
Female	220	218	99.09	25.69
Black or African American	79	76	96.2	9.21
Asian	63	63	100	34.92
Hispanic or Latino	223	221	99.1	30.32
Native Hawaiian or Pacific Islander	16	16	100	31.25
White	--	--	--	--
Two or More Races	11	11	100	9.09
Socioeconomically Disadvantaged	375	370	98.67	27.3
English Learners	202	201	99.5	28.86
Students with Disabilities	69	67	97.1	7.46
Students Receiving Migrant Education Services	19	18	94.74	27.78
Foster Youth	--	--	--	--

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Through ELAC, SSC, PTO, and parent evening meetings, they provide input and dialogue to increase student achievement, develop the school plan, and ensure fiscal resources are targeted toward student achievement. Parents also participate in the parent nights, hosted by grade level teachers, to learn about their child's progress and school and ways to help students increase learning. We hold regular parent teacher conferences at the end of the first and second trimesters. Teachers are available to conference with parents outside of the regular conference times, upon request, before or after the instructional day by appointment. Also, each year we host Back to School Night and Open House to welcome our families. As of this year we are also holding bimonthly Parent Literacy Nights. Parents may also contact teachers directly to help in individual classrooms.

For more information, contact Sandy Gonzalez, Community Liaison; Laura Brazelton, Office Manager; or Eracleo Guevara, Principal.

#### 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

Sacramento City Unified School District  
 Comprehensive Safe School Plan 2017-2018

- Section 1..... Crisis Communication Flow  
 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 Procedures
- Section 4..... Site Level Use of Schools as a Community Shelter \*\*
- Section 5.....District Policies Related to Safety and Missing Student Protocol:
  - (a) Board Policy 5021: Custodial & Parent Rights
  - (b) Mandated Child Abuse Reporting
  - (c) Suicide Risk Assessment
  - (d) Missing Student Protocol
- Section 6.....Bullying Policies and Procedures
- Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.
- Section 8.....Wellness Plan
- Section 9.....District Handbook
- \*\* To be determined by The American Red Cross and the Office of Emergency Services
- Section 10.....Component I: Social Climate  
Component II: Physical Climate/Campus
- Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
- Section 12..... Site Level Communication Procedures
- Section 12 (a).....Emergency Phone Tree
- Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
- Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
- Section 15.....Site Level Family Reunification Plans
- Section 15 (a)..... Reunification Logs
- Section 16.....(Confidential) Site Level Provisions for Students/Staff With Special Needs
- Section 16 (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 Rooms)
- Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans 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 2017 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.7	1.0	9.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2008-2009
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	52	
Percent of Schools Currently in Program Improvement	73.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.1875
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	1.0000
Other	0.0000
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
4	31	21	29		1		2	2	7	1	1	
5	29	16	28		4		3	4	5	1	1	
6	70	19	35	1	2	2	2	3	6	4	4	2

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, 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 program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day
- Enrichment programs
- Access to technology
- Parent Education/Family Nights
- Parent Literacy Nights.
- Social Services
- 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 Education Services
- 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 <http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,449	1,002	5,447	66,085
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-5.2	-6.1
Percent Difference: School Site/ State			-17.1	-16.6

\* Cells with ♦ do not require data.