



# Monte Bella Elementary School

1300 Tuscany Blvd • Salinas CA, 93905 • (831) 770-6000 • Grades K-6

Maria Alvarez, Principal

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<http://www.alisal.org/MonteBella/index.cfm>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Alisal Union School District

155 Bardin Road  
Salinas, CA 93905  
(831) 753-5700  
[www.alisal.org](http://www.alisal.org)

#### District Governing Board

Fernando Mercado, President  
Guadalupe Ruiz Gilpas, Vice President  
Robert Ocampo, Member  
Noemí M. Armenta, Member  
Antonio Jimenez, Member

#### District Administration

Dr. Héctor Rico  
Superintendent

Mr. James Koenig  
Associate Superintendent,  
Business and Fiscal Services

Mr. Quoc Tran  
Assistant Superintendent,  
Educational Services

Mr. Ricardo Cabrera  
Associate Superintendent,  
Human Resources

Dr. Jairo Arellano  
Assistant Superintendent,  
Whole Child Services

### CALIFORNIA GOLD RIBBON DISTINGUISHED SCHOOL.

Monte Bella Elementary opened its doors for the first time during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars. This school year, the scholar population has increased to 792 students. Monte Bella Elementary also has a comprehensive Special Education program with a K-2 SDC and a 2-3 SDC classes; a part-time School Psychologist; two part-time Speech and Language Therapists; and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Monte Bella Elementary are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. Monte Bella Elementary is in its fifth year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. We imbed the wearing of school uniforms with PBIS in order for Scholars to qualify for Scholar of the Month. Additionally, Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limousine Luncheon with the Principal. We are proud to state that there is very minimal discipline on a weekly basis and a 97% attendance rate and PBIS is a direct result of this.

Student safety and support are a couple of our top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Olweus anti-bullying program. Each week classroom teachers are holding class meetings to address issues that arise both socio-emotionally and peer-to-peer. We have a combination of 25 sixth and fifth graders that serve as peer mediators, hallway monitors, and Scholar Safety Patrol. Scholars walk around before school, at lunch time, and after school with special yellow vests and a clip board assisting students with any issues that may arise. In addition to these efforts, we also have a five-member team of campus supervisors that also walk around during recess and lunch time. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week.

Monte Bella Elementary truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6) a one-to-one iPad. Every parent is required to attend the Parent Technology Use meeting before their son/daughter can be issued their iPad. We had 100% attendance for this meeting. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers have been training our scholars on Listening and Speaking skills, Text Based Questioning and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics. Lastly, due to this extensive work, Monte Bella Elementary School was awarded the California Gold Ribbon Distinguished School Award for being a model and innovative program in the area of School Culture and Technology during the 2015-16 school year.

Our school and district is in its second year of transitioning from a traditional bilingual program to a Dual Immersion (D.I.) program beginning in Kindergarten. This means that we will be phasing out our traditional program and go completely D.I. We have added two D.I. kinder classes and the program is off to a great start. We will be putting maximum effort to build a solid and quality D.I. program that can be as high quality as our technology program.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 95%; Caucasian - 2%; Asian - 1%; Other - 1%. Our Socioeconomically disadvantaged population is 87%; our English Language Learner population is 70%; our Students with Disability population is 11%; and our Migrant population is 10%.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	137
Grade 1	135
Grade 2	107
Grade 3	104
Grade 4	102
Grade 5	89
Grade 6	102
<b>Total Enrollment</b>	<b>776</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.8
Hispanic or Latino	95.4
Native Hawaiian or Pacific Islander	0.0
White	1.0
Socioeconomically Disadvantaged	83.0
English Learners	71.1
Students with Disabilities	8.9
Foster Youth	0.3

## 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			
Monte Bella Elementary School	16-17	17-18	18-19
With Full Credential	26	29	30
Without Full Credential	7	4	2
Teaching Outside Subject Area of Competence	0	0	0
Alisal Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	7
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Monte Bella Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials Year and month in which data were collected: 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw-Hill, Vistas- Adopted 2006  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)

Monte Bella Elementary is in its fifth year of existence. The school serves grades Pre-K through 6th grade and has a total of 792 students. The school is actually built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students except for one. We have our instructional coach utilizing that classroom. The school is a closed campus with fencing all around the perimeter that is locked during school hours.

Monte Bella Elementary is truly a state of the art 21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: August, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	<b>Exemplary</b>	

**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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	29.0	38.0	28.0	32.0	48.0	50.0
Math	17.0	26.0	21.0	23.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.5	21.3	13.5

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
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>
<b>All Students</b>	402	400	99.50	37.59
<b>Male</b>	191	189	98.95	26.60
<b>Female</b>	211	211	100.00	47.39
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	381	379	99.48	36.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	344	343	99.71	34.50
<b>English Learners</b>	303	301	99.34	31.56
<b>Students with Disabilities</b>	42	42	100.00	7.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 2017-18 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	402	400	99.5	25.56
Male	191	189	98.95	22.87
Female	211	211	100	27.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	381	379	99.48	24.87
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	344	343	99.71	21.35
English Learners	303	301	99.34	21.59
Students with Disabilities	42	42	100	4.76
Students Receiving Migrant Education Services	--	--	--	--
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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

A major aspect to infuse in our school culture in order to make Monte Bella Elementary a high performing school is high parental involvement. There are many meetings that we must hold to meet compliance with state and federal regulations. Having parents attend this important parent meetings is critical to the academic success of the school. We ask all of our parents/guardians to make it a personal goal to at least pick one of the parent groups and attend those meetings at least once a month. Examples of parent participation opportunities include, but not limited to are: School Site Council, English Language Advisory Council, Parent Teacher Organization, District Advisory Council, Parent Teacher Conferences, Parent Technology Trainings, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Technology Career Day, Winter Program, Talent Show, PBIS, and Athletics.

In order to create extrinsic motivation, the school has implemented a parent involvement passport program. Parents are encouraged to participate in several of the parent meetings as listed above and they receive a stamp after each meeting. Once a parent fills out the whole passport, they will then qualify for the end of the year incentives like school uniforms and school spirit wear. For all parent involvement opportunities, please do not hesitate to contact Maria Alvarez, Principal at (831) 770-6000.

#### 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

As mentioned in section two, Monte Bella Elementary has always operated under that notion of student safety first. We have formulated a Safety Committee that consists of the school site administration, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group updates our school safety plan on a yearly basis and we take it to the School Site Council every January to get approved. The safety plan also places a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. Everything from Ingress to Egress, walking to the cafeteria and library, field trips, etc., we have an established code of conduct core value expectations. These core values are being Respectful, Responsible, and Ready. We call this being a 3R Scholar. Along with PBIS, we also take not only our safety team but all of our teaching staff and we train them in the Olweus Anti-Bullying program. This program has really taken off for us and our parents really love the notion that we have brought in this program. In addition to these programs, we have also implemented the Playworks curriculum for organized "play" during recesses. This has brought down our negative student behavior issues completely. Lastly, we also have a flip chart that we have created for all staff on different type of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October and in the spring, we practice an earthquake drill. These drills are recorded on a chart in the main office that is placed for public display.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.7	2.5	0.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.5	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1
Other	0
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	24	23	2	1	3	4	6	3			
1	23	24	26	1			3	4	5			
2	31	24	25				2	4	4	1		
3	23	23	21	1		1	2	3	4			
4	27	25	26	1	1		1	3	4	1		
5	36	34	30						3	2	3	
6	36	37	34							2	2	3
Other	32	26	10			1	1	1				

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

The major areas of professional development for teachers in 2017-2018 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation for Engage New York English Language Arts Curriculum
- Training for planning and implementation of Engage New York Math Curriculum
- Step-Up-To-Writing training for school-wide writing implementation
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- 21st Century Innovative Educator Training
- Learning Management System (Google Classroom) training
- California STEM Symposium training
- CUE Powerful Learning National Conference
- Positive Behavior Supports and Intervention (PBIS)
- Olweus Anti-Bullying
- Playworks
- Whole Child Mindfulness
- Technology focus (Achieve 3000, Seesaw, Istation)
- Data Walks
- Next Generation Standards Rollout (NGSS)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by district Educational Services department, school site administration, Academic Coach, and consultant Dr. Nelson.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$50,084
Mid-Range Teacher Salary	\$71,785	\$80,256
Highest Teacher Salary	\$100,035	\$100,154
Average Principal Salary (ES)	\$117,416	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$195,000	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

\* 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

- System 44/Read 180 Intervention Teacher
- Achieve 3000 Academic Intervention Teacher for 3rd grade students
- After School Program Tutoring (Lexia Core for all grades, Teacher led interventions)
- After School Program Enrichment (Digital Media, Korean Language and Culture, MakeSpace, Baile Folklorico, Azteca Dance, Symphonic Music and drum line, Girls and Boys Scouts)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- One-to-One iPad Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Positive Behavior Incentives and Supports (PBIS)
- Olweus Anti-Bullying Program and Counselor
- Mindfulness (The Mindful Life Project)

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,156	0	\$6,156	NA
District	♦	♦	\$5,459	\$71,625
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			12.8	NA
Percent Difference: School Site/ State			15.1	

\* Cells with ♦ 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.