



Washington Elementary School

250 Dutton Ave. • San Leandro, CA 94577 • (510)618-4360 • Grades K-5

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<https://www.sanleandro.k12.ca.us/Domain/111>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



San Leandro Unified School District

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School Description

Dear Families,

It is a true honor to be a part of the Washington community! It is a postcard beautiful school with classic and stately architecture surrounded by lush park grounds that draw families who walk from nearby apartments, bungalows and sprawling homes, all where cherry orchards once stood. The diversity in architecture reflects the myriad faces in this community. The culturally and linguistically rich backgrounds, the inviting neighborhood, and inspired staff are just some of the key elements that make Washington Elementary a coveted school in this district.

Our dedicated teachers provide a rigorous academic curriculum based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to ensure access to all of our students. We incorporate Project Based Learning throughout the school day to help solidify the standards in a meaningful and memorable way. We collaborate and analyze data regularly to produce deeper and individualized learning pathways for every student.

We have worked especially hard to create a true home-school connection, where families are welcome to be on our campus before, during and after school. During normal times, on any given day you will find our Parent Center and our classrooms bustling with volunteers. We have a dedicated parent facilitator who welcomes and guides parents in supporting their child's education, which is especially critical during this pandemic year.

Washington School has a robust Spanish Biliteracy Pathway program from first through fifth grade. We have a Dual Language Immersion (DLI) program that began with two Kindergarten classes (in 2017) and is growing each year (currently, we are in our 4th year). We believe that these programs promote the benefits of learning two languages, lead to increased friendships among multiple language groups and affirm all of our students' heritage, leading to increased academic achievement for all students.

We also believe that our students must have access to enrichment opportunities to help maintain focus on their future aspirations and dreams. This belief was the basis for the development of a substantial after school program. In addition to traditional extended learning after school programs, we offer a variety of outside of school classes each year. Examples include classes such as Theater, Robotics, Coding, Ballet Folklórico, Jazz Band, Creative Arts, Hip Hop Dance, Science in the Garden, Drumline, and Girls' Running program. We also open our library before and after school to instill the love of reading and allow access to computers and technology. During home learning, we are still providing outside library time and a modified version of our enrichment and intervention classes. We are truly looking forward to resuming all of these highly beneficial activities the moment we are safe to return to in-person instruction.

There are so many unique and amazing opportunities available for Washington students and their families. It would take pages to capture them all here! We offer tours to prospective families on the first Monday of each month at 9:30 AM. This will begin in January virtually. I can be reached directly at (510) 618-4363 or via email at ealvarez@slusd.us.

With Warm Regards,
Elisa Alvarez
Principal

School Mission Statement

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socioeconomic status does not predict which students achieve at school. Through culturally responsive instructional practices we recognize the varied learning styles and intelligence of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve high levels of proficiency as determined by grade level, school, district, and state measures.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	83
Grade 2	86
Grade 3	44
Grade 4	83
Grade 5	55
Total Enrollment	419

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.2
Asian	6.9
Filipino	2.1
Hispanic or Latino	66.6
Native Hawaiian or Pacific Islander	0.2
White	8.4
Two or More Races	5.3
Socioeconomically Disadvantaged	64.9
English Learners	32.7
Students with Disabilities	8.4
Homeless	1.2

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 Washington	18-19	19-20	20-21
With Full Credential	19	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Leandro Unified	18-19	19-20	20-21
With Full Credential	◆	◆	433
Without Full Credential	◆	◆	13.67
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 15, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of August 2020 are illustrated in the chart.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders K-5 Adopted 2018 McGraw-Hill Maravillas K-2 Adopted 2018 McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K- Learn and Work 1st - Time and Place 2nd- Then and Now 3rd - Our Communities 4th - Our California 5th - Our Nation Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age & Condition of Facilities

Washington Elementary School was originally constructed in 1917 and is currently comprised of 21 classrooms, an ELD room, an RSP room, a library, a staff room, a multi-purpose room, a kitchen/cafeteria, and two playgrounds. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/19/2020

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	31	N/A	42	N/A	50	N/A
Math	40	N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	19	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Parent involvement is very important at Washington School. Our Parent Center serves as a gathering point for parents during the school day, before and after school. We host weekly Wednesday morning meetings for parents that include general coffee and conversation and workshops based on parent requests. We also have an active Parent Teacher Organization that meets in the evenings on the first Wednesday of the month at 6 PM. In addition to PTO, we also have a Dad's Club that meets off-site every other month. Our School Site Council meets every other month on a Thursday at 4:30 PM. This group has a profound impact on the school budget and all are welcome to attend. Washington has an English Language Advisory Committee that meets once a month in the mornings. This meeting covers various topics pertinent to the success of our English Learners. We have an African American Parent group that meets both during mornings and evenings. We use this time to ensure that we are meeting the needs of our African American students.

We have a multitude of events that take place during the year that parents, partnering with staff, provide for our students and our community. Any parents interested in participating are welcome to call Maria Ochoa, our Parent Facilitator, at (510) 618-4360 extension 3333.

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 Year 2020-2021)

The San Leandro Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at Washington School develops a comprehensive school safety plan relevant to the needs and resources of that particular school. A current copy of the school plan is required to be kept on file. Washington staff reviewed this at the December staff meeting.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD will follow guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor’s office to plan for in-person scenarios when safe to do so this school year. District leadership and union leadership is continuously engaging in re-opening meetings to prepare for in-person instruction. Currently, SLUSD has plans to re-open in three phases:

1. 100% distance learning
2. Cohorts of students attending in-person in small groups and /or hybrid model, and
3. Full in-person instruction.

Regardless of the model, we recognize that students will need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support.

This school year, students will participate in daily live instruction (synchronous) with teachers and support staff. They will also have flexible time to work online or offline on instructional activities and assignments constructed by their teachers (asynchronous).

As we prepare to re-open our schools in phases, SLUSD is committed to following Alameda County’s established safety guidelines when bringing students back to the classroom. Appropriate safety measures will include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and schools will be implementing outdoor activities for students that meet safety guidelines.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.7	2.1	5.6	5.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.5	3.4	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1

*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	2	2		24		4	3	23			
1	25		2		24		3		23		3	
2	25		3		23	1	1		25	3		
3	24	1	1		25		3		22	1	1	
4	26		2		27		2		28		3	
5	25		3		27		2		28		2	
Other**									25		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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	

Our District is committed to excellent Professional Development. Several times a year our teachers receive training in the latest technology, curriculum, English Language Development, National Science Standards, ultimately refining the delivery of Common Core State Standards. In addition to the District PD, each Wednesday Washington teachers participate in optional mini PDs that strengthen their practice throughout each school year. Washington teachers are allotted three professional days to work collaboratively (During this pandemic school year, this will not take place, however, will resume the following school year). This time is used to incorporate Project Based Learning into their daily teaching. All teachers also have the opportunity to work with Instructional coaches in the classroom and during collaboration time. New teachers participate in BTSA (Beginning Teachers Support and Assessment). Washington teachers were all trained at the Museum of Tolerance on the incorporation of Social Justice standards into their every day practice. Washington teachers participated in a training in Dual Language Education by Dr. Jose Medina and continue this professional development during biweekly staff meetings; the entire staff is using the Guiding Principals of Dual Language Education to enhance their understanding of DLI and overall best practices.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$63,460	\$49,782
Mid-Range Teacher Salary	\$87,625	\$76,851
Highest Teacher Salary	\$115,855	\$97,722
Average Principal Salary (ES)	\$137,277	\$121,304
Average Principal Salary (MS)	\$145,760	\$128,629
Average Principal Salary (HS)	\$168,919	\$141,235
Superintendent Salary	\$337,201	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40.0	33.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Learning Communities for School Success (LCSSP Grant)
- Title IV, Part A, Student Support and Academic Enrichment

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,263.54	\$804.76	\$6,458.78	\$100,443.07
District	N/A	N/A	\$5,950.42	\$91,590
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.2	10.9
School Site/ State	-15.0	25.1

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