



Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5

Emily Ortiz, Principal

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



Western Placer Unified School District

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District Governing Board

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School Description:

Sheridan Elementary School serves kindergarten through fifth-grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-grade classrooms with a population of 55 students. The ethnic makeup is as follows: Caucasian 53%, Hispanic/Latino 42%, and two or more races 5%. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Emily Ortiz. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency lock-down drills. Typically, all non-students coming on to campus must check in through the office to sign-in and obtain a badge. During COVID, no visitors are allowed on campus. Students are supervised before and after school by district staff. There are 30 students who attend the after-school program. This program provides students with enrichment opportunities in the area of homework, art, crafts, gardening and physical education. Our school safety plan is in place as well as our district crisis plan. Both plans are updated annually and work together to encompass the safety of all of our students, staff, parents, and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration. As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes. The percentage of students in the free and reduced lunch program is 70%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Ready Mathematics, Benchmark Advance, Ready Common Core, iReady, Souday System, SIPPS and Read Naturally) parent volunteers (no parent volunteers during COVID), an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, AVID Elementary, music and visual and performing arts which include performances for the school community (no performances during COVID).

Mission Statement: To provide a safe, productive learning environment by empowering students with the knowledge, skills, and mindset for future success.

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	13
Grade 1	9
Grade 2	12
Grade 3	13
Grade 4	6
Grade 5	11
Total Enrollment	64

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	3.1
Hispanic or Latino	37.5
White	56.3
Two or More Races	1.6
Socioeconomically Disadvantaged	70.3
English Learners	20.3
Students with Disabilities	7.8

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 Sheridan Elementary	18-19	19-20	20-21
With Full Credential	4	3	3
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	◆	◆	325
Without Full Credential	◆	◆	25
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at Sheridan 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)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>K-5 Pearson Envisions (adopted 2014) Ready Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Delta Science/FOSS Science (adopted 2007) Note: To align with the newly adopted Science Framework (2016), WPUSD will transition to materials better aligned with the new framework. K-8 teachers were supposed to review and pilot materials during the 2019-2020 school year. Due to COVID-19, this process was delayed. Materials will be piloted during the 2021-2022 school year, assuming we return to a normal instructional schedule.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>K-5 Pearson Scott Foresman: History/Social Science for CA (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework. Grades 6-12 have adopted new materials, and K-5 teachers will pilot materials during the 2022-2023 school year after the science adoption is completed.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 12/22/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Restrooms: Rust on stalls, no ventilation or HVAC Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: The admin office floor has several small rips in the linoleum Kitchen: Floor damage, Cabinets do not close properly Classroom 2: Chipped paint on baseboards Portable Classroom 5: Tear in vinyl wall cover and flooring Portable Classroom 6: Formica cabinets are cracking and laminate flooring has small tears and cracks, Carpet has tears and bubbles. Portable Classroom 8: Cove base is falling off, wall has small holes. Portable Restrooms: Boys rust on stalls Portable Classroom 10: No Comment Portable Classroom 11: one damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	Multi Purpose Room: Lighting is insufficient for the size space
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Portable classroom 10: Restrooms: Rust on stalls, no ventilation or HVAC
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 8: Cove base is falling off, wall has small holes.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up
Overall Rating	Fair	N/A

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	43	N/A	57	N/A	50	N/A
Math	30	N/A	45	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	--	N/A	35	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)

We foster a strong belief that parents play a major role in our school community. Typically, opportunities for involvement include: Parent-Teacher Club; School Site Council (still held virtually), DELAC/ELAC (still held virtually); classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family BINGO nights, Family Movie nights, Tamale making, Easter Egg Hunt/Pancake Breakfast, Trunk-or-Treat, Winter Performance and dinner, garden and campus clean-ups, and others. Because of COVID we have had to limit our parent involvement on campus. We are working with our parents to support their children at home with their education. We also have a parent liaison who meets weekly with our EL parents to promote school involvement and parent education. Due to COVID, she is doing this virtually or through phone calls. Our students also benefit in a variety of ways from volunteers through the SCHOOLS program from Sun City. This is another opportunity that has been put on hold due to COVID.

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)

District Crisis Response Support Team Plan
 Western Placer Unified School District

2020-2021

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council

(12/1/2020)

The Sheridan Elementary School campus will remain a secure and safe environment.

Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- Visitors must sign in and receive a visitor's pass before they can be on campus
- Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and custodian make checks to ensure all hallways have adequate lighting.
- Lock-down/Shelter in Place, earthquake, fire and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- Surveillance cameras on campus monitor activities on the playground areas.
- There is supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.

Student Support:

- Inappropriate behavior is addressed immediately and tracked through Power School discipline tracking.
- Staff monitors the loading/unloading of cars and student arrival/departures before and after school.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually; Shelter in Place procedures are communicated, if a situation arises.
- Procedures are in place for student evacuation in alignment with local law enforcement.

Parent Support

- There is continual communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues.

Staff and Site Support

- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Placer County Sheriff Department for violent crime, crime against facilities or person.
- The school has a Placer County School Resource officer assigned to them.
- A security system with panel access codes has been installed for the entire school.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.
- The principal or designee will announce the lockdown/Shelter in Place using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice.

Many other plans are in place in the actual plan dealing with many possible emergency situations. Plan available upon request.

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	3.2	0.0	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	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	0.00	2.4	
Expulsions	0.0	0.0	

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.

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	17	1			28		1		12	3		
1	8	1			14	1			9	3		
2									12	3		
3	15	2			14	1			11	3		
4	7	1							6	3		
5	17	2			16	1			11	3		
Other**												

*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			

Western Placer Unified School District provided two Staff Development Days in 2018-2019 and 2019-2020. In addition, many opportunities are available for staff development credit both during the school day and after hours for Staff Development Buyback credit. With the addition of supplemental funds, many offerings are being provided in the following areas: Language Arts, Mathematics, MTSS, UDL training, PBIS, Youth Development, PLC training, AVID, NGSS, ELD strategies training, GLAD training. TOSAs (Teacher On Special Assignments) are available to provide coaching after training as well as curricular support. This school year, the school district provided numerous hours of tech training to support Distance Learning due to COVID. Virtual PD is being offered throughout the year to support teachers with teaching and assessing students online. Data for reading and math is collected by staff through classroom assessments and iReady reading and math diagnostic, growth, and test scores. This data is used to guide decisions for the reading and math programs. Teachers and support staff are supported through frequent meetings between staff and administration. One-on-one meetings between teacher and principal are held frequently for curricular, program and behavioral support.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,082	\$49,782
Mid-Range Teacher Salary	\$71,358	\$76,851
Highest Teacher Salary	\$94,063	\$97,722
Average Principal Salary (ES)	\$110,406	\$121,304
Average Principal Salary (MS)	\$119,900	\$128,629
Average Principal Salary (HS)	\$127,942	\$141,235
Superintendent Salary	\$189,844	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$17,537	\$4,411	\$13,126	\$72,574
District	N/A	N/A	\$7,713	\$79,810
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	52.0	-9.5
School Site/ State	51.5	-8.7

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

Types of Services Funded

Services funded through the site budgets include: Title I instructional aide, copying and printing costs, library books and materials, ESGI for Kindergarten assessments, and PBIS school incentive and award programs.

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.