

# Piedmont Middle School

740 Magnolia Avenue • Piedmont, CA 94611 • (510) 594-2668 • Grades 6-8

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



### Piedmont City Unified School District

760 Magnolia Ave.  
Piedmont, CA 94611  
(510) 594-2600

<http://www.piedmont.k12.ca.us/>

#### District Governing Board

Cory Smegal

Megan Pillsbury

Veronica Anderson Thigpen

Hilary Cooper

Amal Smith

#### District Administration

Randall Booker  
Superintendent

Cheryl Wozniak

#### Asst Superintendent, Ed Services

Ruth Alahydoian  
Chief Financial Officer

Stephanie Griffin  
Director of Instructional  
Technology

Hillary Crissinger  
Director of Student Services and  
Special Education

Pete Palmer  
Director of Facilities

### School Description

Piedmont Middle School first opened its doors to students in 1977 in Piedmont, a city of about 11,000 residents that is nestled in the hills above the San Francisco Bay Area. The only middle school in the Piedmont Unified School District, it has three feeder elementary schools and it itself feeds into Piedmont High School located on an adjoining campus. Piedmont Middle School is dedicated to providing students with a comprehensive educational program that includes a broad-based core and elective curriculum, an exemplary staff, and an environment that fosters respect and appreciates diversity.

Our goal at PMS is to maintain a collaborative, educational community in an environment of mutual trust and support of students, parents, teachers, support staff, and administrators. We believe:

- All students can learn.
- Students learn best in a safe, orderly, responsible, and inviting environment.
- Students should have equal access to educational opportunities.
- Parent involvement and support enhance the teaching and learning process.
- Education is the shared responsibility of the home, school, and community.

We are committed to providing a comprehensive and rigorous program that is student centered and that encourages students to communicate, to problem solve, and to think independently, creatively, and critically in applying academic and social skills.

## 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
Grade 6	200
Grade 7	235
Grade 8	214
<b>Total Enrollment</b>	<b>649</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
Asian	12.2
Filipino	0.9
Hispanic or Latino	9.9
White	59
Two or More Races	17.1
Socioeconomically Disadvantaged	0.6
English Learners	0.2
Students with Disabilities	12.8

## 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 Piedmont Middle	18-19	19-20	20-21
With Full Credential	41	42	36
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Piedmont City Unified	18-19	19-20	20-21
With Full Credential	♦	♦	166
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Piedmont Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	2

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)

Piedmont Unified School District sets a high priority upon ensuring that sufficient textbooks and instructional materials are available to support the school's instructional program. Piedmont Unified School district held a Public Hearing on October 14th, 2020 and determined that each school in the District has sufficient and good quality textbooks, instructional materials, and science lab equipment. All students, including English Learners, are given their own individual standard aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

For 2020-2021, all textbooks and instructional materials at Piedmont Middle School were in adequate supply and fair to excellent condition. 100% of students in each core subject area possessed the necessary textbooks and instructional materials, including the deployment of Chromebooks for all students of access to online materials.

To support distance learning needs, students were provided with current digital editions of textbooks for Math, Science and Social Studies classes.

Piedmont School District follows the State Board of Education's recommended adoption cycle for core content materials. Teachers in the District have the opportunity to review the textbooks and provide feedback. Recommendations for final adoption are submitted to the Board of Education for approval.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading/Language Arts, Glencoe/McGraw Hill- Grades 6-8 Teachers College Units of Study for Writing, authored by Lucy Calkins and published by Heinemann (supplemental)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Core Connections Series, CPM (College Preparatory Mathematics) Educational Program; Grades 6-8, adopted 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Bring Science Alive! 6th Grade Integrated, TCI, grade 6 adopted 5/2020 Bring Science Alive! 7th Grade Integrated, TCI, grade 7 adopted 5/2020 Bring Science Alive! 8th Grade Integrated TCI, grade 8 adopted 5/2020 PUSD is using Amplify Science as supplemental materials to teach the Next Generation Science Standard  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	History Alive!, The Ancient World published by Teachers Curriculum Institute - Grade 6, digital edition 2020 History Alive! The Medieval World, published by Teachers Curriculum Institute - Grade 7; adopted in 2004, digital edition 2020 History Alive! The United States Through Industrialism published by Teachers Curriculum Institute (Current Version) digital edition 2020 The American Journey published by Glencoe/McGraw Hill - Grade 8; adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Huan Ying 1 (Mandarin A - 7th grade, Mandarin B-C 8th grade) Bien Dit 1, 2, 3 (French A - 7th grade, French B-C 8th grade) Asi de dice! (Spanish A - 7th grade, Spanish B-C 8th grade)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	<b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science Laboratory Equipment</b>	<p>Science Lab Equipment (6-8th) - All students at Piedmont Middle School have access to a full science lab classroom and an adequate supply of science laboratory equipment within the science classroom. Science lab equipment includes, but is not limited to: microscopes, ring stands, clamps, support strings, utility clamps, test tubes holders, test tube brushes, crucible tongs, flasks, beakers and Bunsen Burners.</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p> <p><b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

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

Piedmont Middle School was largely untouched structurally as part of the District's Seismic Safety Bond Program, though modernization of the school's fire alarm and communications systems were completed and are now linked with Piedmont High School.

Recent upkeep on facilities has included sewer line work, improved restrooms and non-specific gender restroom facilities, wireless thermostats for the HVAC system and new carpet in several rooms.

### 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: 12/14/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Classrooms are outfitted with Merv-13 air filtration.
<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	
<b>Overall Rating</b>	<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.

### **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	88	N/A	87	N/A	50	N/A
Math	86	N/A	87	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	75	N/A	70	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)

Parents and the community are very supportive of the education program at Piedmont Middle School. Numerous programs and activities are enriched by the generous contributions made by the following funding sources: PMS Parents Club, PMS Boosters, CHIME, PRAISE, PAINTS, PADC, PAAC, Piedmont Educational Foundation, and School Parcel Taxes and Bond Measures.

Parents who wish to participate in Piedmont Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (510) 594-2660, or visit the school's website at [www.piedmont.k12.ca.us/pms](http://www.piedmont.k12.ca.us/pms).

PMS Parents Organization: <http://www.piedmont.k12.ca.us/pms/parent-support/>

Piedmont Arts Fund: <https://piedmontartsfund.org/>

PRAISE (special education): <http://piedmontpraise.org/>

Piedmont Educational Foundation: <http://www.piedmontedfoundation.org/>

Piedmont Asian American Club: <http://piedmontpaac.org/>

Piedmont Appreciating Diversity Committee: <http://www.padc.info/>

### 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)

Safety of students and staff is the primary concern of Piedmont Middle School. To ensure student safety, supervision is provided on campus at all times. Administrators and counselors supervise and assist students on campus before and after school, during breaks, lunch, and after school. Administrators, Counselors and Teachers monitor students during lunch. Adult visitors to the campus must register at the office; student visitors are not allowed on campus.

The School Site Comprehensive Safety Plan is updated annually by the School Site Council; revisions are immediately reviewed with all staff members. Key elements of the Safety Plan include emergency evacuation procedures, sexual harassment policies, and codes of student behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a monthly basis throughout the school year, and a complete evacuation drill is held every other year.

### 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	0.4	0.5	0.6	0.7	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	.003	.002	.0025
Expulsions	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*	270.4

\*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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.4
Other	1.2

\*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 (Secondary)

Subject	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+
English	21	10	17		23	5	19		26	2	20	
Mathematics	23	6	14		24	5	13		25	4	14	
Science	27	1	16						28		17	
Social Science	27		18		26	1	16		28		16	

\*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	6

PUSD staff members build their knowledge of curriculum and their repertoire of instructional strategies by participating in various types of professional learning: local and national conferences, on and off-site workshops, coaching cycles, and as members of professional learning communities. Prior to the 2016-17 school year, the District offered three staff development days annually where teachers were provided with a range of PD offerings on topics such as Common Core Standards training, differentiation, instructional technology, new math curriculum, and vertical alignment of standards instruction.

Beginning the 2016-17 school year and continuing through the 2020-21 school year, PUSD instituted a flexible professional development program, which allows all certificated staff to select the professional learning topic and structure that best fit their learning needs. Some examples of professional development selected by Piedmont Middle School teachers are as follows: training in CPM, implementing the NGSS Framework, and the proficiency approach to teaching world languages. For 2020-21 distance learning techniques were a special focus for 2020-21.

New teachers participate in a full day professional development orientation and are assigned a mentor as part of the Teacher Induction Program (TIP) or may participate with Teachers Engaged in Active Mentoring (TEAM). Tenured teachers can also participate in coaching by participating in Teachers Engaged in Active Mentoring (TEAM).

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,671	\$47,145
Mid-Range Teacher Salary	\$73,303	\$74,952
Highest Teacher Salary	\$96,835	\$96,092
Average Principal Salary (ES)	\$131,979	\$116,716
Average Principal Salary (MS)	\$137,898	\$120,813
Average Principal Salary (HS)	\$156,069	\$131,905
Superintendent Salary	\$224,975	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	31.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

- School-Home transportation, Special Education
- Instructional Materials
- Federal, ECIA/ESEA/IASA
- School Improvement Plan
- Special Education Master Plan
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Funds
- Title I, Part A – Basic Grant
- Title II, Parts A & D – Teacher Quality and Technology
- Title IV, Safe and Drug Free Schools and Communities
- Title V, Innovative Strategies

**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	11,404	2,491	8,913	82,584
District	N/A	N/A	10,744	\$85,244
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.6	-3.2
School Site/ State	14.0	8.7

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