



Jesse G. Sánchez Elementary School

901 N. Sanborn Rd. • Salinas CA, 93905 • (831) 753-5760 • Grades K-6

Roberto Rodriguez, Principal

roberto.rodriguez@alisal.org

<https://www.alisal.org/Domain/15>

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



Alisal Union School District

155 Bardin Road
Salinas, CA 93905
(831) 753-5700
www.alisal.org

District Governing Board

Robert Ocampo, President

José Antonio Jiménez, Vice
President

Guadalupe Ruiz Gilpas, Clerk

Noemí M. Armenta, Member

Fernando Mercado, Member

District Administration

James Koenig, Superintendent
Superintendent

Mrs. Nancy Torres-Pfeiffer
**Associate Superintendent,
Business and Fiscal Services**

Mrs. Monica Anzo
**Assistant Superintendent,
Educational Services**

Mr. Ricardo Cabrera
**Associate Superintendent,
Human Resources**

School Description

We at Sánchez believe in a world-class education by building relationships, having a growth mindset, and promoting equity. Every student will experience success in the classroom, the community, and in life. Students are recognized for their individual and collective achievements, and staff works collaboratively to provide rigorous academic experiences.

Jesse G. Sanchez School staff sees children for the special gifts they bring to school, their language, their culture, their experiences and their enthusiasm. The staff builds on these strengths to provide all children with a positive learning environment in order to build perseverance in students so they may overcome the negative environmental factors that may thwart success at school and in life.

Additionally, we implement a collaborative decision-making process, as well as use a data analysis process to ensure students receive targeted grade-level instruction, along with additional support if needed.

Jesse G. Sanchez Elementary School serves approximately 800 students from preschool through sixth grade. Our student population includes 99% Hispanic students and 87% English Learners.

Jesse G. Sanchez Elementary currently has an After School Program that serves over 100 students on a daily basis. During our After School Program, students are able to participate in:

- Music Education in partnership with the Alisal Community Arts Network (ACAN)
- Small group support with home and classwork assignments

Jesse G. Sanchez Elementary continues to offer programs to our students on Saturdays via a partnership with Hartnell Community College which are the NASA SEMA Program, and Coder Dojo Academy.

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	116
Grade 1	112
Grade 2	122
Grade 3	106
Grade 4	127
Grade 5	107
Grade 6	103
Total Enrollment	793

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.7
Socioeconomically Disadvantaged	99
English Learners	71.4
Students with Disabilities	5
Homeless	23.6

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 Jesse G. Sánchez	18-19	19-20	20-21
With Full Credential	28	34	31
Without Full Credential	2	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School	18-19	19-20	20-21
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Jesse G. Sánchez 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)

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: 2019

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, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No 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)

Monthly safety inspection is done by the lead custodian to make sure our school is safe for all students, staff and parents. During this time of COVID-19 pandemic our custodial staff sanitize common areas each hour, and sanitize all offices and classrooms where staff are working from. All fire extinguishers are also checked on a regular basis to make sure they are charged and there access is unobstructed.

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: August, 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 Good	

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	33	N/A	36	N/A	50	N/A
Math	28	N/A	28	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	13	N/A	13	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)

During the 2020-2021 school year parents will continue to have some opportunities to participate in their children's education. Due to the COVID-19 pandemic, in person activities have been postponed. All activities will be done virtually. These opportunities included:

- Monthly School Site Council and English Language Advisory Committee Meetings
- Parenting Partners workshops
- Parent Teacher Club
- Monthly Coffee Klatch Meetings
- Computer classes and English Classes offered by the MLK Family Resource Center
- Our classroom teachers offer evening parent workshops on at-home teaching strategies

Also all parents are always invited to participate in the following:

- Back-to-School Night in the fall and Open House in the spring (virtually)
- Student of the Month awards assemblies (Drive-Thru assemblies)
- Accelerated Reader Trimester Awards Assemblies (Drive-Thru assemblies)
- Perfect Attendance Assemblies (Drive-Thru assemblies)

Parents are encouraged to participate in their child's education by having an open communication with the classroom teacher.

For parent involvement opportunities please contact school principal, Roberto Rodriguez at: (831) 753-5760.

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 school Safety plan this year focused on providing a safe place for those employees working at the site, due to the pandemic students were not allowed to come to school.

Our school is providing remote instruction to all students. The following plan was developed to begin the process of bringing a small cohort of students back to the school when safe:

This plan addresses opening school campuses for the purpose of providing at-school, targeted specialized support and services for small groups of students under the following services:

Specialized Services for student with disabilities

At school access to internet and devices for distance learning

In-person support for at-risk, English Learners and high-needs students

The proposed start date for targeted, specialized support and services at school is March 1, 2021

Objectives

Develop a plan to begin providing targeted, specialized support and services to students on campus as per guidance from the California Department of Education, Senate Bill 98, and guidance from the California Department of Public Health.

Develop enrollment criteria for eligible students, as per program requirements.

Communicate with families and stakeholders in regards to on-campus programs available to eligible students and families.

Readiness and Preparedness

Recommended: COVID-19 testing available for all teachers and staff every 14 days

Survey currently enrolled families in special education and general education services on their need and/or desire for targeted, specialized support and services at school.

Develop protocols for notification of exposure, for sick staff/students, contract tracing

Identify locations for identified programs

Develop sanitation and disinfecting plan for facilities

Re-engineer classrooms to meet physical distancing mandates

Coordinate with nutrition services for the expected number of children needing meals.

Identify health and safety precautions prior to re-opening

Identify the number of necessary staff for each program

Identify funding for the program, including necessary purchases to support safety guidelines

Develop program criteria for student enrollment

Enroll students

Develop cohorts of students and staff

School Site Programs and Services**Learning Pod**

The AUSD Learning Pod offers an in-person program for students to engage in Remote Instruction with the support of staff. In addition to the academic support, students will also participate in movement and enrichment activities as planned by the on-site staff.

This revision was presented to parents during a School Site Council meeting in the Winter of 2020.

We review these procedures with staff and parents at the beginning of the school year at staff meetings, parent meetings, and in parent memos. We review them again throughout the school year as needed. School staff continues to received training on Positive Behavior and Intervention Support, PBIS, a school wide discipline plan designed to reward positive student behavior.

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	2.3	1.3	1.5	1.1	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	0	
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*	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
	K	27		5		21	3	3		10	12	
1	26		4		24		5		28		4	
2	22	3	3		27		4		24		5	
3	24		5		25		5		27		4	
4	25		4		28		4		25		5	
5	30		3		25		4		27		4	
6	30		5		32		3		26		4	
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	8	8	8

The major areas of professional development for teachers included the following:

2019-2020 School Year

- Writing - Using Wilda Storm Writing Strategies
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Math
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)

2019-2020 School Year

- Writing - Using Wilda Storm Writing Strategies
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Engage NY curriculum in Math
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness

2020-2021 School Year

- Remote Instruction (Google for Education and Seesaw for Schools)
- Writing - Using Wilda Storm Writing Strategies
- Standards-based planning for instruction, learning and assessment
- English Language Development
- Eureka Math curriculum
- Language Arts using Wonders Curriculum
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Lesson Design and Engagement
- Coaching Cycles (for Academic Coaches)
- Mindfulness

Professional development was delivered through grade level sessions during Grade Level Release Time for classroom teachers, professional development days were planned throughout the year, teachers had site professional development as-well as district wide professional development. The district continues to offer training after school from all the different subject areas to all staff.

Teachers continue to be supported during implementation by the site's Academic Coach.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$51,004
Mid-Range Teacher Salary	\$73,939	\$82,919
Highest Teacher Salary	\$103,036	\$104,604
Average Principal Salary (ES)	\$112,875	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$200,850	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

During the 2019-20 school year, the school funded the following priorities with monies allocated to the site:

- 3 Intervention Teachers
- Academic support before and after school for low performing students
- 2 AmeriCorps Literacy Tutors
- Classroom Field-trips
- Classroom library resources
- Materials and supplies
- Training activities for parents
- Software to support reading motivation (AR)
- Equipment (copiers, sports, etc.)
- Student Incentives for attendance and good behavior

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	\$4,129	\$522	\$3,607	\$61,677
District	N/A	N/A	\$5,459	\$74,617
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-40.9	-19.0
School Site/ State	-73.0	-30.9

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