



Sleepy Hollow Elementary School-see attachment

20 Washington Lane • Orinda CA, 94563 • (925) 254-8711 • Grades K-5

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<http://sh-orinda-ca.schoolloop.com/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Orinda Union Elementary School District

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School Description

At Sleepy Hollow Elementary School we work together in order to provide a safe and caring environment for all students. The culture of our school reflects a commitment towards high academic achievement for all.

We provide a variety of opportunities for students that create a positive learning environment and promotes student achievement. One such opportunity is our school-wide weekly assemblies. Each assembly is held to promote school cohesiveness, team effort, and friendship. During these assemblies, we sing our school spirit song, recognize special events, celebrate student achievements, and meet new people. In addition, behavioral expectations, school rules, and other important information are shared with the group.

We are very proud of the many hours parent and community members provide for us each month. Parents are encouraged and welcomed to participate in the education of their children by serving on school committees or as classroom volunteers. Through parent donations and the funding from Education Foundation Orinda (EFO), enrichment opportunities are also provided for all students. These programs include weekly instruction in art, music, and physical education instructed by credentialed teachers. There is a library technician who supports teachers and children during their weekly visits to the school library.

Our Character Development curriculum includes character education, focusing on the values of respect, responsibility, a positive attitude, honesty, empathy, and self-discipline. Students benefit from instruction from trained parent volunteers and teachers using the District-adopted Think First, Second Step program, a nationally recognized character education program. During the 2019-20 school year, Sleepy Hollow students at every grade level have participated in multiple class visits from Kidpower, an organization that focuses on helping students to use their power to stay safe, act wisely, and believe in themselves. Classroom teachers have also implemented components of the Caring School Community program, which focuses on the benefits of creating a classroom community.

We believe that when staff and parents work together to provide a positive learning climate, the children we share will become empowered individuals who can apply what they learn to become the problem solvers of tomorrow.

School Vision Statement

Our school's vision is to inspire students who are capable of meeting any academic challenge with openness, enthusiasm, and a willingness to solve problems. Our school community is committed to developing students who are resilient and equipped with the knowledge, skills, and character to become empathetic, visionary, and socially responsible contributing members of society.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	54
Grade 2	52
Grade 3	62
Grade 4	57
Grade 5	61
Total Enrollment	339

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	15.6
Filipino	0.6
Hispanic or Latino	5
White	70.8
Two or More Races	7.4
Socioeconomically Disadvantaged	3.5
English Learners	0.6
Students with Disabilities	7.4
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sleepy Hollow	17-18	18-19	19-20
With Full Credential	27	26	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Orinda Union	17-18	18-19	19-20
With Full Credential	♦	♦	161
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sleepy Hollow Elementary School-see attachment

Indicator	17-18	18-19	19-20
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 2019-20)

Orinda Union School District (OUSD) convenes textbook committees to help in the selection process. The textbook committees consist of teachers and administrators in the District. State-approved books are reviewed, piloted, and a selection is made based upon pre-determined criteria. The books go on public display for two weeks and are then presented to the Governing Board for adoption. The district has affirmed that class sets or electronic versions of textbooks are available to all students, including English learners.

At the middle school level, class sets or electronic versions are also purchased to eliminate the need of students carrying heavy books. Books have been purchased for all core academic areas as well as visual and performing arts, and music, at all grade levels. Textbooks are California Department of Education-approved and California Standards-based.

A public hearing is held each October and reports are made quarterly to the Governing Board to meet all requirements according to the Williams Settlement Agreement.

Textbooks and Instructional Materials

Year and month in which data were collected: 09/10/17

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Units of Study for Writing & Reading Teachers College Reading & Writing Project, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math, Houghton Mifflin, Harcourt Math Expressions Common Core, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Foss Next Gen Science, Delta Education (K-6) 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science for California, Scott Foresman, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Making Music, Silver Burdette Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings: Our school includes 12 buildings, six of which are portables. The Sleepy Hollow site was built in 1953. In addition to 17 classrooms (TK-5), the campus includes several rooms for instructional support, the multi-purpose room, library, a STEAM lab, before and after-school care, a science lab, an art room, and a music room. The physical quality of our school buildings influences learning and teaching. We strive to maintain and improve the facilities at Sleepy Hollow School. The site has full-time day and evening custodians, serving the campus from 6:30 a.m. to 10 p.m.

STEAM lab: Sleepy Hollow transformed a classroom into a STEAM lab, inviting TK-5 students to visit and work on a variety of STEAM design challenges throughout the year. Using funds from our Parents Club, the STEAM lab opened with a healthy inventory of supplies as well as in Instructional Assistant providing support to teachers when visiting this new learning space.

Library: The library has more than 16,000 books. Our collection of print and electronic resources supports our overall academic program. A credentialed library media teacher works with all students once a week to develop a love of literature. Classroom teachers provide instruction in information literacy, the ability to find and use information effectively.

Technology: We have over 180 laptop devices available for student use in grades 3-5. We have 90 Apple iPads for grades TK - 2.

All classrooms and specialty programs are connected to the internet. Infusing technology into daily instruction is provided by classroom teachers who are supported by a district technology coach.

Before and After School Club (BASC) is a parent supported before and afterschool program open on school days to students from 7am to 6pm.

Improvements:

- New 10,000 gallon water tank installed as a wildfire safety measure.
- A modular toilet building was constructed for adults in 2018.
- Landscape improvements, including a new retaining seat wall along the sloped hillside below the Multi-Purpose Room..
- New LED lighting installed throughout the school funded by Prop 39 including new LED canopy light fixtures.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/19/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Original boiler was replaced with split-system high efficiency HVAC unit for Administration and Kindergarten Buildings. AC units installed in all classrooms as a stopgap measure for maintaining acceptable temperatures in 2016.
Interior: Interior Surfaces	Good	Wood floors at the MPR stage and Kindergarten were refinished in 2017. All exterior surfaces of school buildings painted in summer 2016.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	MPR kitchen needs to be clutter cleared and cleaned.
Electrical: Electrical	Good	New electronic marquee sign installed replacing old announcement sign. Solar array shade structures were installed in 2016 over parking area. Solar kiosk monitor placed in library for science and math studies. Prop 39 projects replaced 32 watt fluorescent tubes with LED direct wired tubes; replace exit signs with LEDs; replace metal halide bulbs with T-5; and install occupancy sensors in 2018..New LED canopy light fixtures installed in 2019.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	New adult modular bathroom was installed in 2018. Galvanized water pipes replaced in summer 2016. Admin staff bathroom toilet needs to be fixed. New toilet installed in the Kindergarten classroom in 2020. Two new hydration stations installed in 2018 and a new drinking fountain installed in 2019.
Safety: Fire Safety, Hazardous Materials	Good	Security cameras around campus were placed this year. Area behind MPR needs to be cleared for safety.
Structural: Structural Damage, Roofs	Good	Re-Roofing during summer 2016 at Administration & Kindergarten wings. Older roofs need leaks repaired or re-roofing done. MPR roof needs to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All five play structure areas had wood fiber chips or sand removed and replaced with poured-in-place rubber surfacing. Need classroom windows R&R with efficient windows. Jalousie windows in Rooms 7,8,9, 10 & 12 need to be replaced. Lower parking lot needs to be repaved. New retaining wall installed at sloped hillside below the MPR.
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	85	89	88	87	50	50
Math	85	90	85	85	38	39

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	179	98.90	89.39
Male	87	87	100.00	89.66
Female	94	92	97.87	89.13
Asian	36	36	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	128	127	99.22	89.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	20	90.91	55.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.9	17.7	46.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	178	98.34	90.45
Male	87	87	100.00	95.40
Female	94	91	96.81	85.71
Asian	36	36	100.00	97.22
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
White	128	126	98.44	89.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	19	86.36	63.16

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our school takes pride in the active parent involvement that is ever-present within our school and district. In addition to achieving nearly 100% participation in our Parents Club, Sleepy Hollow School parents are involved in decision making through our School Site Coordinating Council. Each year, this team develops and monitors the Comprehensive School Site Plan written to target strategic instructional goals aimed at continuous improvement of the instructional program. Additionally, parents complete an annual Spring survey that supports our ability to monitor and adjust the Site Plan, communication strategies, and program development and effectiveness at our school.

The success of our program depends on the collective commitment of our staff, students, parents, and volunteers. Parents and other community volunteers assist in our classrooms daily. On an annual basis, a cadre of parents is trained to help implement the Think First, Second Step program in classrooms. Some parents work directly with students and others support teachers in classroom activities. Parents can make donations through the Parent Club or directly to the school. However, parents are also involved in providing the community with events that are created solely for the purpose of having fun together with our children. Our annual Creepy Hollow is an example of such an event. Over the past six years, our parents have organized a rotation of volunteers for AM crossing guard duty to ensure the pedestrian safety of students who walk to school and this program will continue for this school year.

Parents who wish to serve a broader range of students may do so through the Educational Foundation of Orinda (EFO) that supports students in grades Kindergarten through high school. Sleepy Hollow parents also provide input into the Local Control Accountability Plan through district stakeholder meetings and parent school surveys.

For more information on how to become involved, please contact Dana Chiappone or Lindsay Westin, Parents Club Co-Presidents at (925) 254-8711.

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

Safety is a top priority for our school community. We establish, teach, and reinforce safety procedures and provide careful supervision of play activities during recesses. Our school discipline policy is aligned with our instruction for character education. There is a school emergency plan, which is reviewed annually and can be viewed in the school office. Emergency procedures are also summarized in the parent handbook.

Our Parents' Club volunteer Emergency Preparedness Coordinator, Rob Schroeder, works with us to ensure that the emergency supplies stored in our emergency container and in classrooms are up to date and easily accessible when needed. Sleepy Hollow has specific plans and procedures for natural disasters and emergency situations. Our monthly fire drills, as well as periodic evacuation, shelter in place, and secure campus drills, provide important practice opportunities for staff and students. The Parents' Club supports our efforts by purchasing and replacing emergency supplies as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.8	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.6	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	18	4			18	4			18	3		
1	20	3			18	3			18	3		
2	19	3			20	3			17	3		
3	20	2	1		20	3			21	1	2	
4	28		2		24		2		22		2	
5	98		3	1	27		3		25		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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	5	3

Three district-wide staff development days have been provided each year for the past five years. Three additional staff development were added to the 2016-17 school calendar for a total of six days. In 2018-19 teachers were given the option for two additional voluntary PD days. All K-5 Teachers have Common Planning Time on Mondays with two minimum days scheduled for professional development during the year. Middle school teachers work in a block schedule that provides weekly collaboration time on Wednesday mornings. Teachers at each grade level TK-5 participate in Long Range Planning (LRP) Days which focus on using student achievement data to help develop and hone effective instructional strategies and programs.

Teachers have also used LRP time for observing colleagues and utilizing our Literacy, Math, and Technology Teacher Coaches. Teachers also receive ongoing support and mentoring throughout the year from the Literacy, Math and Technology Coach on special assignment. For 2017-18, the team of coaches helped teachers to focus on improving their instructional practice, developing the opportunities for S.T.E.A.M. based learning, and differentiating growth opportunities for all teachers. Staff developers from Columbia University Teachers College continue to advance teachers' skills in Readers and Writers Workshop. Outside consultants continue to also provide guidance and support with the implementation of mathematics. Orinda teachers directly participate in the Bay-Sci program, a partnership with U.C. Berkeley and Lawrence Hall of Science, which helps develop our NGSS-based Science teaching and learning.

Summer training has been offered in the District where teachers receive more specialized training in reading, writing, history-social science, mathematics, science, and technology. Teacher discussion groups and Book Clubs exist at school sites that provide teachers the opportunity to collaboratively share professional materials of mutual interest. New teachers participate in the Teachers Induction Program through the Contra Costa County Office of Education and includes literacy, math and technology classes.

The District Technology Coaches model lessons in classrooms, provide classes/ workshops to teachers based upon surveyed needs and interests and support principals in their efforts to enhance curriculum and instruction through advancing the use of technology and our signature practices in classroom instruction.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,879	\$49,378
Mid-Range Teacher Salary	\$69,591	\$77,190
Highest Teacher Salary	\$91,646	\$96,607
Average Principal Salary (ES)	\$131,009	\$122,074
Average Principal Salary (MS)	\$139,475	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$208,075	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	8%	6%

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

Types of Services Funded

These programs and services are provided at the school either through supplemental funds or other sources that support and assist students:

Types of Services Funded (Fiscal Year 2018-2019)

- Title II, Part A: Funding used for teacher support and staff development
- School Instruction/Discretionary Funds are used by sites for materials and salaries
- Parcel Tax: Funds are used to maintain small class sizes and to protect classroom programs
- Title III: Immigrant Education Program: Funding is used to support our student immigrant population
- Supplemental Concentration: Funding is used to support our English learners
- Lottery: Funding is used for books, textbooks and other printed materials
- Parents' Club Donations: Funding used for classroom support salaries and materials
- Education Foundation of Orinda Donations: Funding used for classroom electives salaries

DataQuest

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

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8803	2360	6443	82782
District	N/A	N/A	8139	86692
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-23.3	-4.6
School Site/ State	-15.2	6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.