

# Manchester Elementary School

Grades K-8  
CDS Code 23-65573-6025134

Cindy Gonzalez  
Superintendent/Principal  
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[www.mcoe.us](http://www.mcoe.us)



## Manchester Union Elementary School District

19550 South Highway 1 Manchester, CA 95459 ▪ (707) 882-2374 ▪ [www.mcoe.us](http://www.mcoe.us)



## Principal's Message

We have the unique distinction of being a small one-school district serving the rural community of Manchester, which spans 65 square miles in Northern California. Manchester is located on the Mendocino Coast overlooking the Pacific Ocean. It is approximately three-and-a-half hours north of San Francisco, and two-and-a-half hours northwest of Santa Rosa.

Manchester has a population of more than 400 residents. They represent a range of social, economic and educational backgrounds. Most are in the agriculture or timber industry or have service-oriented jobs, while others are residents in retirement. Manchester Elementary School nurtures and accommodates diverse viewpoints.

For the 2018-19 school year, the district employed three full-time classroom teachers, one part-time support teacher, one full-time Resource Specialist/Title I teacher, four instructional assistants, a business manager and a full-time superintendent/principal. Also employed were part-time support staff, including a maintenance worker, a custodian, a speech therapist (via internet), nurse and psychologist. Manchester School is one of California's 200 schools having an enrollment of fewer than 100. The district budget is in excess of \$800,000.

In 2018-19, we had an average enrollment of 38 students, with 33% attending the school as an interdistrict transfer. Students in the three classrooms of K-2, 3-5 and 6-8 participated in flexible groupings throughout the school day. All students are mainstreamed, although there is a pullout Resource Specialist program and speech and language assistance. Manchester's students matriculate to the Point Arena High School.

Parent and community member participation is welcomed and encouraged. Volunteers assist in the classrooms as well as conduct fundraisers to support field trips and other educational enrichment for the students.

**Diversity:** Students are very diverse at Manchester, coming from Native American, Mexican-American and Euro-American families. We have Culture Days where students learn about world cultures, encouraging and developing acceptance and appreciation for diversity. We also provide enrichment classes that cover a wide array of extra-curricular offerings such as yearbook, computer programming, knitting, gardening and Zumba.

**Family atmosphere:** The school has a strong family culture. We care about students, and all staff get to know each child individually. Our small size allows for regular communication between adults working with students in the classroom and on the playground. Parent participation is an integral part of the school program from participating in stakeholder meetings to providing a book fair to supporting/running fundraisers to driving and/or chaperoning field trips.

**Academics:** We support the 4 C's of Common Core Learning—Collaboration, Creativity, Communication and Critical Thinking—and have added a fifth "C" of our own: Caring. We teach reading and mathematics in grade-level groupings. The school works with the Lions Club on the Spectrum of Reading program.

**Technology:** All classrooms and the library have access to the internet. A computer lab is available with 10 desktop computers for research and state testing. Classrooms have a variety of tech equipment including kindles, iPads, desktop computers and laptop/tablets.

**Beyond academics:** We focus on caring and kindness for all, self-esteem building and conflict resolution throughout the school year. Students participate in daily chores at the school, such as putting up the flags, picking up playground equipment, and recycling and composting for the garden. Students make cards for each holiday for our local Senior Center Meals on Wheels Program. Although the district is small and remote, the school provides a place of learning, a place to gain culture and a place to have fun with others.



## Parental Involvement

Parent participation is always welcomed and encouraged. Parents volunteer in the classrooms, chaperone field trips, serve on the Site Council and participate in the Manchester Parent Club, which sponsors fundraisers and other activities to support field trips and other educational needs of the students. We also hold stakeholder meetings to provide a forum for parent comments on the Local Control and Accountability Plan.

For more information on how to become involved at the school, please contact Superintendent/Principal Cindy Gonzalez at (707) 882-2374.

## School Safety

The school safety plan was last reviewed, updated and discussed with the school faculty and Site Council in January 2020. The board of trustees reviewed the update in February 2020. Key elements of the plan include monthly safety drills, crisis intervention, a disaster plan and emergency procedures.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

## Mission Statement

We strive to create a safe and unique learning environment where all learners are challenged to reach their highest potential; the most up-to-date materials and technology are used; each person's learning modality is taken into consideration; students are given the tools to meet the challenges of any future opportunity that presents itself to them; a love for lifelong learning is cultivated; and respect, responsibility, tolerance, diversity and high standards are valued.

## Vision Statement

The school will provide inspired and enhanced learning in a safe, aesthetic and nurturing environment for all members of the Manchester Community.

## Governing Board

**Rick White**  
President

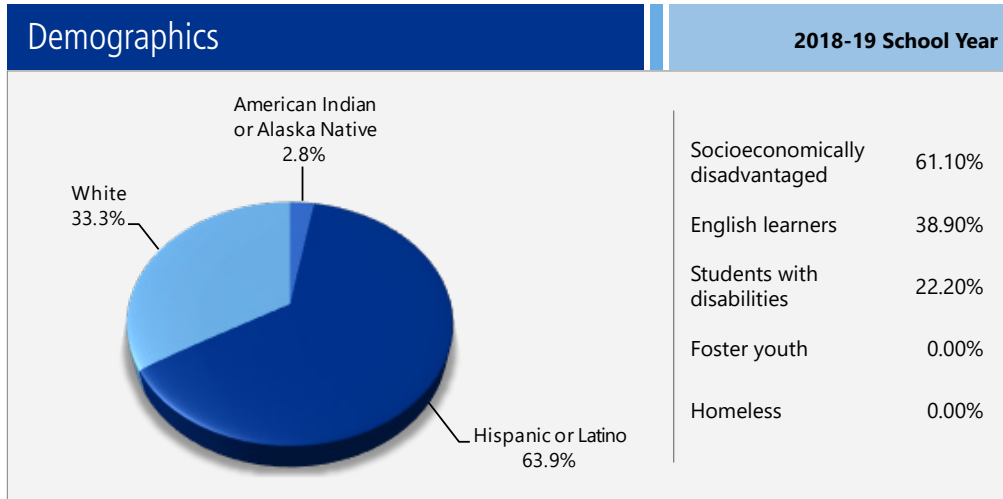
**Frances Robbings**  
Clerk

**Jack O'Rourke**  
Member



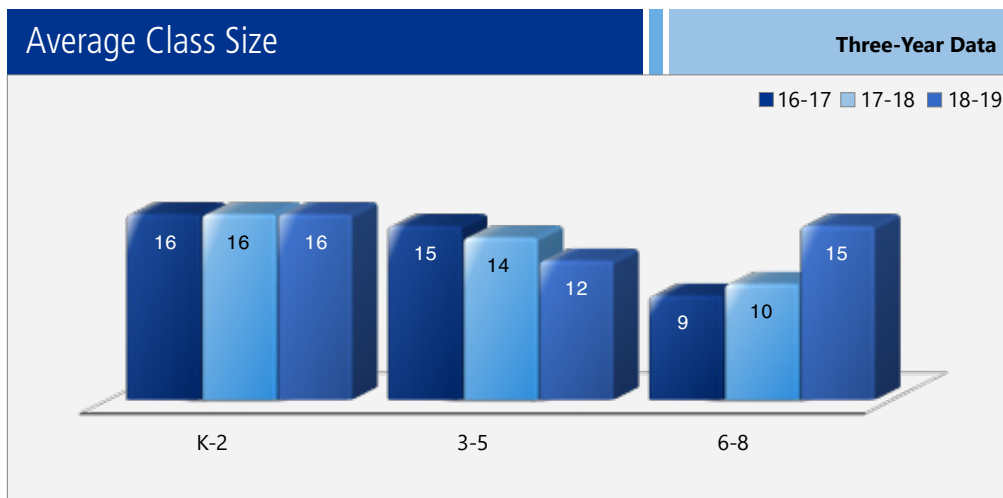
## Enrollment by Student Group

The total enrollment at the school was 36 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

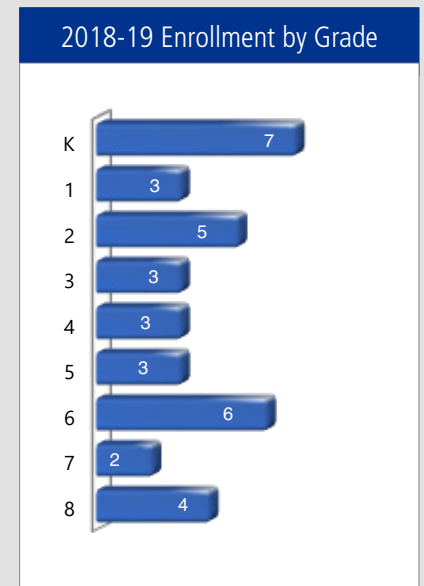
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size					Three-Year Data				
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2	1			1			1		
3-5	1			1			1		
6-8	1			1			1		

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Manchester ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Manchester Union ESD			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Manchester ES		Manchester Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Manchester ES		Manchester Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	35%	37%	35%	37%	50%	51%
Mathematics	9%	22%	9%	22%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Manchester ES	
		Grade 5	Grade 7
Four of six standards		✧	✧
Five of six standards		✧	✧
Six of six standards		✧	✧

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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.





## CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	27	27	100.00%	0.00%	37.04%
Male	11	11	100.00%	0.00%	18.18%
Female	16	16	100.00%	0.00%	50.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	0.00%	28.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	16	100.00%	0.00%	25.00%
English learners	12	12	100.00%	0.00%	8.33%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

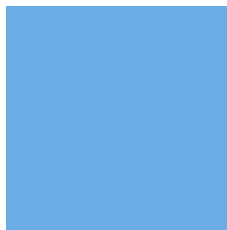




## CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	27	27	100.00%	0.00%	22.22%
Male	11	11	100.00%	0.00%	27.27%
Female	16	16	100.00%	0.00%	18.75%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	16	100.00%	0.00%	25.00%
English learners	12	12	100.00%	0.00%	8.33%
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

Classroom textbooks are state-adopted and currently used to teach core curriculum. All students have access to sufficient textbooks and instructional materials in the core academic subject areas. The textbooks are for use in class and for students to take home. We selected our textbooks and instructional materials from the most recent list of standards-based materials adopted by the State Board of Education and are consistent with the content and cycles of its curriculum frameworks.

Textbooks are reviewed by staff, and then the board and public are given a 30-day preview period. The board adopts a textbook series based on staff recommendation.

Supplemental instructional materials that support the Common Core State Standards are also purchased to enhance the textbooks.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was during the board meeting on October 8, 2019.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	Language Arts, Houghton Mifflin (K-5)	2003
English language arts	Language Arts, McDougal Littell (6-8)	2002
Mathematics	Math in Focus (K-8)	2013
Mathematics	Math Their Way (K- 1 Supplemental) K-2 Starfall (Supplemental)	1976 Online
Mathematics	Go Math (3-5 Supplemental) IXL (Supplemental)	2015 Online
Mathematics	Key to Math (6-8 Supplemental) IXL (Supplemental)	1980 Online
Science	Harcourt (K-5) NGSS (New Generation Science Standard based strategies)	2007
Science	GLAD (K-2 Supplemental)	2007
Science	Holt Science (6-8) NGSS (New Generation Science Standard based strategies)	2007
History/social science	Houghton Mifflin (K-5)	2007
History/social science	GLAD (K-2 Supplemental)	2007
History/social science	Holt (6-8)	2006

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2019-20 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

✧ Not applicable.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

#### 2019-20 School Year

Data collection date	10/8/2019
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## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Fair
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		9/25/2019
<b>Date of the most recent completion of the inspection form</b>		9/25/2019

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Portable: south wall in admin office needs replacing. Repair/replace south wall.	Summer 2020
<b>Structural</b>	Portable: outside south wall needs repair/replacing due to storm water damage. Repair/replace south wall. Gate on north front fence needs repair/replacement. Install new fence.	Summer 2020



## Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## School Facilities

Built in 1976, Manchester Elementary School has a playground with basketball and volleyball courts, as well as a large playing field.

We keep the school buildings and grounds regularly maintained. The custodian cleans daily, facility maintenance does minor repairs weekly and a groundskeeper maintains the grounds. Maintenance and the administration conduct monthly inspections as part of compliance with insurance policies.

Our school staff and yard supervisors monitor students and keep them safe on grounds before, during and after the school day.

The school has three regular classrooms, a resource classroom, a computer lab and a library.

Through funds received from Proposition 39, the school has recently had all electrical lighting retrofitted with LED inside and outside. The office heater and air-conditioning unit were replaced in the spring of 2018. In the spring of 2019 a new roof was installed along with a 36-panel solar system.

Also, during the summer of 2018, trees to the south of the school were removed and a new fence installed along the south boundary of the playground.



## Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to students:

- Title I
- Title II (Teacher and Principal Training and Recruiting)
- Special Education
- Rural Education Achievement
- Program (REAP)
- Lottery
- Transportation





## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Manchester Union ESD	Manchester ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	5	4	5	5
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Manchester ES		
Teachers		17-18	18-19	19-20
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		0	0	0

## Professional Development

The staff and administration determine areas for professional development. Because our site is small and rural, professional development often comes from the Mendocino County Office of Education, or one or two staff members attend out-of-district conferences. We have in-class coaching, teacher-principal meetings and student-performance data reporting to support teachers during any implementation of professional development.

For the 2019-20 school year, the district received funding from the state to implement "capacity building" for our staff. Activities to date include: two staff members attended a weeklong outdoor program in Occidental in the summer of 2019; three staff members, as follow-up to the Exploratorium three-day training in the Spring of 2019, are doing ongoing Next Generation Science Standard (NGSS) trainings and webinars; three staff attended the three-day California Math Conference in Asilomar in December 2019; and five staff are creating and implementing benchmarks across all grade levels, K-8.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>		2	2	2



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.00
<b>Library media teacher (librarian)</b>	0.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.03
<b>Social worker</b>	0.00
<b>Nurse</b>	0.02
<b>Speech/language/hearing specialist</b>	0.11
<b>Resource specialist (nonteaching)</b>	0.00



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Manchester Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	⊕	\$45,252
<b>Midrange teacher salary</b>	⊕	\$65,210
<b>Highest teacher salary</b>	⊕	\$84,472
<b>Average elementary school principal salary</b>	⊕	\$107,614
<b>Superintendent salary</b>	⊕	\$124,686
<b>Teacher salaries: percentage of budget</b>	24%	31%
<b>Administrative salaries: percentage of budget</b>	11%	7%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Manchester ES</b>	\$15,374	\$48,151
<b>Manchester Union ESD</b>	\$15,374	\$48,151
<b>California</b>	\$7,507	\$64,941
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+104.8%	-25.9%

⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$19,740
<b>Expenditures per pupil from restricted sources</b>	\$4,365
<b>Expenditures per pupil from unrestricted sources</b>	\$15,374
<b>Annual average teacher salary</b>	\$48,151



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## School Accountability Report Card

PUBLISHED BY:

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