



Spring Valley Elementary School

817 Murchison Dr. • Millbrae, CA 94030 • (650) 697-5681 • Grades K-5

Kathy D'Or-Reid, Principal
kdor-reid@millbraesd.org

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

Millbrae Elementary School District

555 Richmond Dr.
Millbrae, CA 94030
(650) 697-5693

www.millbraeschooldistrict.org

District Governing Board

D. Don Revelo
President

Frank Barbaro
Vice President

Denis Fama
Clerk

Maggie Musa
Trustee

Lynne Ferrario
Trustee

District Administration

Debra French
Superintendent

Dr. Maria C. Santa Cruz
Chief Business Official

Tara Keith
Director of Student Services

School Description

Spring Valley School is a dynamic, growing elementary school dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience. The school has an energetic staff who pride themselves on the success of their students. The Spring Valley family concept is incorporated in the daily routine of the staff and has become part of the school's culture. The result is a warm and friendly atmosphere where parents and staff work together for the benefit of the Spring Valley School students. Our PTA has grown into one of the most involved and productive associations in our area. During a typical school year, they work hard to provide field trips, a movie night, science fair, winter ball, fall fiesta and other events which we have adapted this year to support our distance learning model. Spring Valley School's mission is to prepare students for leadership and responsible, productive participation in a changing world. This is accomplished by working in partnership with families and the community to help students become problem solvers and critical thinkers. We work together to promote the students' intellectual, physical, emotional, social, ethical, and cultural development and have implemented a Positive Behavior Intervention & Support (PBIS) model. We continue to refine our implementation of the California Common Core State Standards and are currently focusing on writing as a way to build our students' capacity to express their development as robust thinkers. Science is also a major focus. We implemented a Science Fair for our third through fifth grade students that was very successful last year. With an eye on developing the Next Generation Science Standards, all grade levels participate in related field trips, even in the current virtual environment. We include character education by focusing on specific character traits throughout the year.

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 | 73 |
| Grade 1 | 70 |
| Grade 2 | 70 |
| Grade 3 | 76 |
| Grade 4 | 64 |
| Grade 5 | 63 |
| Total Enrollment | 416 |

2019-20 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.2 |
| Asian | 54.3 |
| Filipino | 5.5 |
| Hispanic or Latino | 10.6 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 14.7 |
| Two or More Races | 13.9 |
| Socioeconomically Disadvantaged | 8.4 |
| English Learners | 25.5 |
| Students with Disabilities | 7.9 |

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 Spring Valley | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | 20 | 19.5 | 18.5 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Millbrae Elementary | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 108.4 |
| Without Full Credential | ♦ | ♦ | 3 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Spring Valley Elementary School

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Wonders - 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Eureka Math -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Twig Science 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Studies Weekly - 2017 The textbooks listed are from most recent adoption: Yes 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)

Spring Valley School's facilities are in good shape and are constantly monitored for maintenance purposes. Our portable was newly constructed where our childcare is housed as a result of the passage of the Measure X bond. New siding was put up last year. We are completing the addition of another portable to be used as a classroom due to increased enrollment and class size reduction. New structures were built in front of the school office, between the second and third corridor; this includes a playground area as well as new roofing. New walkways and railings were constructed to make the school compliant per the American Disabilities Act. Restrooms were remodeled and work beneath our building's infrastructure was completed. More information about our facilities and the master plan can be found on the district's Web site. We have a sizable playground for our children to play on. The City of Millbrae has completed renovation of our grass field and continues upkeep throughout the school year. We have a daily custodian and one half-time night custodian who keep our facilities clean. Classrooms are cleaned every other day and restrooms are cleaned daily. District maintenance picks up litter, removes graffiti, maintains landscaping and responds to site work orders as needed. A teacher-driven vegetable garden project continues this year. The teachers have created several raised beds with an irrigation system and composting area for students and staff.

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: 8/3/2020

| 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 | Portable S: Gutters need to be replaced. Roof will need to be redone soon. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 | 75 | N/A | 63 | N/A | 50 | N/A |
| Math | 73 | N/A | 58 | 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 | 61 | N/A | 46 | 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)

The Millbrae community has traditionally been very supportive of its school system. At Spring Valley, parents actively support the schools in a variety of ways with a large majority attending the Back-to-School Night, Open House, and parent-teacher conferences. Parents volunteer to provide computer and math clubs as well as support our garden/orchard, library and art programs when we are on campus. Some of these programs have been adapted to the distance learning model in the interim. Parents also participate in the School Site Council, coordinate Heritage Days, the Fall Fiesta, Variety Show, a musical, bingo night and movie night. During distance learning, parents volunteered to facilitate creating a school mural and offering a Family Fun event and Story Night virtually. We sponsor parent education activities several times a year.. We have a very active PTA that takes responsibility for an extensive student-activities program. Each classroom has a head classroom parent representative to help with field trips, class projects (including Art in Action), and school events. Parent volunteers are an essential part of Spring Valley School. . Our PTA has a vice president of volunteerism. Our principal holds a Principal’s Coffee Chat each month as an opportunity to keep parents up to date on school initiatives, to answer questions and to keep communication open. A weekly newsletter from the principal and monthly newsletter from the PTA are also published.

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)

In a traditional school year, staff and parent volunteers monitor the school grounds before and after school as well as at all recesses and at lunch time. Teachers continue to regularly review the school rules for safe, responsible behavior in the school and on the playground as well as in the virtual, online environment. When the school campus is open, visitors must sign in at the office, where they receive a volunteer sticker to wear during their stay. Emergency preparedness is a high priority in the Millbrae School District. Each school, in collaboration with the San Mateo Sheriff's Department, has developed and implemented a School Safety Plan that provides emergency response and procedures based on the county-wide Big 5 Protocols. When on campus hold regular fire, earthquake, and other emergency drills. The school's Safety Plan was last revised in August 2019. Spring Valley's parents will witness the updating of the school's Safety Plan took place November 2019. It was approved by the school's advisory group at their January meeting. In 2020. The group reviewed a plan for pandemic disease procedures that was added in consultation with the San Mateo Public Health Department. We are currently working on revising the safety plan again this year and have developed a school wide safety committee that continues to evaluate the plan each 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 | 0.0 | 1.1 | 0.5 | 1.6 | 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 | 0.7 | 1.7 | TBD |
| Expulsions | 0.0 | 0.0 | TBD |

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* | 924.44 |

*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) | 0.45 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .5 |
| Social Worker | 0 |
| Nurse | .20 |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | .25 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 23 | | 3 | | 24 | | 3 | | 24 | | 3 | |
| 1 | 26 | | 3 | | 22 | | 3 | | 23 | | 3 | |
| 2 | 23 | | 3 | | 26 | | 3 | | 23 | | 3 | |
| 3 | 22 | | 3 | | 22 | | 3 | | 25 | | 3 | |
| 4 | 32 | | 2 | | 26 | | 2 | | 32 | | 2 | |
| 5 | 31 | | 3 | | 29 | | 3 | | 32 | | 2 | |
| 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 | 2 | 2 | 3 |

Millbrae School District provides two days during the school year for all teachers to attend professional development. This year, the focus is student wellness and implementing new curriculum. Students are dismissed early on Wednesdays to allow time for teachers to collaborate and support each other, both within and across department and grade levels. Teachers meet with the principal once a month or as needed. The focus is on student achievement; utilizing common assessments to gear instructional practices. Currently our staff is focusing on new Social Emotional Learning Program and implementing the newly adopted Twig Science program. In addition, teachers are planning units in all subject areas that correspond to the California Common Core State Standards and the Next Generation Science Standards.

FY 2018-19 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$52,384 | \$50,574 |
| Mid-Range Teacher Salary | \$79,314 | \$76,649 |
| Highest Teacher Salary | \$102,173 | \$98,993 |
| Average Principal Salary (ES) | \$124,205 | \$125,150 |
| Average Principal Salary (MS) | \$130,884 | \$129,394 |
| Average Principal Salary (HS) | | \$122,053 |
| Superintendent Salary | \$182,174 | \$193,925 |

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

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

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

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$5,754 | \$591 | \$5,163 | \$83,604 |
| District | N/A | N/A | \$7,729 | \$82,192 |
| State | N/A | N/A | \$7,750 | \$80,565 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -39.8 | 1.7 |
| School Site/ State | -40.1 | 3.7 |

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

Types of Services Funded

District and site funds pay for our part-time reading specialist and our English Learner aide, instructional aide and a PE teacher. Our Millbrae Education Foundation pays for a shared music and band teacher, a science coach and an enrichment program. Our PTA raises funds for classroom supplies, field trips, library books, special assemblies, and many other items and activities that are important to our school program. Their fund-raising efforts include an annual Heritage Day Dinner and Fall Fiesta, silent auction, book fair and other fund drives.

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.