

# SARC

School Accountability Report Card 2018-19  
Published in 2019-20



## Smythe Elementary School

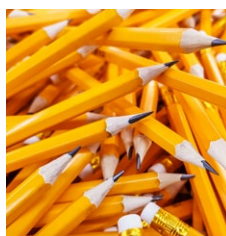
Grades TK-6  
CDS Code 37-68379-6085146

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**San Ysidro**  
School District **EST - 1887**  
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

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## Principal's Message

Welcome to Smythe Elementary School!

Every school in California is required by state law to publish a School Accountability Report Card (SARC) each year. The SARC contains information about the condition and performance of each California public school. This report will provide you with valuable data about our school's achievements, resources, students and staff.

Smythe Elementary School provides a safe and nurturing environment. Students are actively engaged in learning foundational skills, constructing meaning, expressing themselves creatively, thinking critically, collaborating, communicating and acquiring positive social values. We value a multicultural education and see the beauty in diversity. We believe the best way to achieve success is to practice a growth mindset and to engage in continuous reflection toward improvement. Smythe Elementary School is committed to biliteracy, as evidenced by our 50/50 dual-language program in English and Spanish for grades K-3.

A dedicated team of professional educators and support staff provide students with a rigorous, California standards-based curriculum, and differentiate according to students' needs: 1. Increase academic achievement by 5 percent in all grade levels in reading and mathematics; 2. strengthen the positive school culture through the implementation of Positive Behavioral Interventions and Supports (PBIS) schoolwide; and 3. strengthen parent success through participation in Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Social Site School (SSC), Coffee with the Principal forums, and other school volunteer opportunities. Our goal is to raise average daily attendance to 95%.

In order to achieve our school goals, we will work closely with all stakeholders including students, parents, extended family members, community partners, businesses and district office staff.

We encourage all to visit us and become familiar with our wonderful Smythe community school!

## School Mission Statement

Our Smythe Elementary School learning community is committed to providing a safe and nurturing environment for students and adults that fosters excellence, respect, responsibility and a growth mindset. We are a welcoming school, which fosters empathy and compassion for all.

## School Vision Statement

Students will become lifelong learners who attain academic and social success while making positive choices. Smythe Elementary School is committed to building a strong partnership with our parents and the community.

## School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

Smythe Elementary School places a strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fires, intruders and bus evacuations are held according to district requirements. Maintenance staff members work with a scheduled preventive program to offset costly repairs. Our staff members model and review safe behaviors and practices with students regularly. We believe in the power of restorative justice practices and espouse the view that implementation of Positive Behavioral Interventions and Supports reduces the number of behavioral referrals and suspensions. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.



## 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.

## District Mission Statement

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

The mission of the San Ysidro School District:

*Quality education and opportunity for all students to succeed.*



#SYSDUnited

## School Board

Humberto Gurmilan, President  
Antonio Martinez, Vice President  
Rudy Lopez, Clerk  
Irene Lopez, Member  
Rosaleah Pallasique, Member

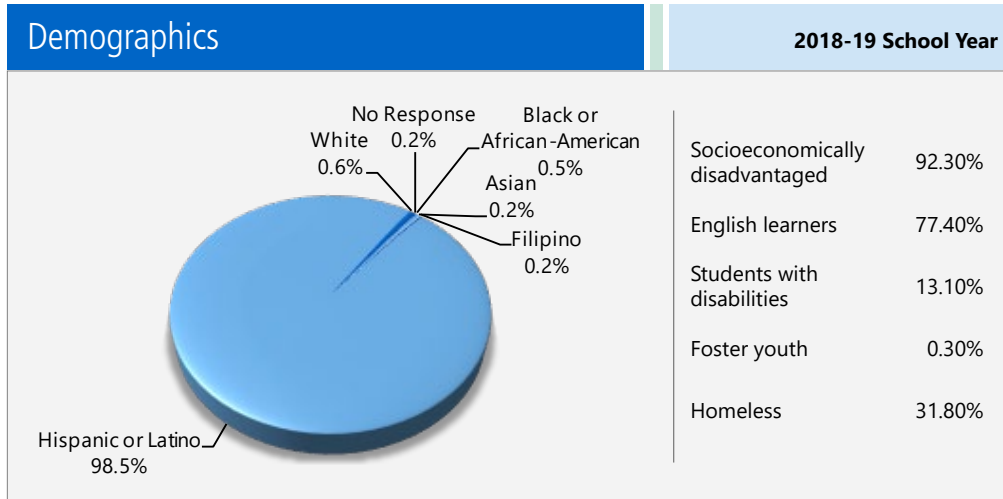


*"Safe, Respectful, and Responsible," that is how the dragons roar!*



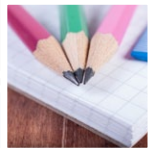
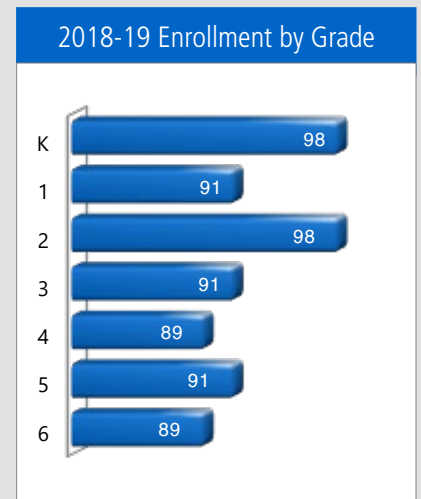
## Enrollment by Student Group

The total enrollment at the school was 647 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Enrollment by Grade

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



## Parental Involvement

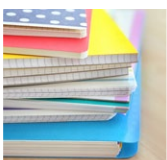
At Smythe, parents assist the school by volunteering in classrooms, the library, and participating in the SSC, ELAC, Coffee with the Principal, parent workshops, Parent Advisory Committee (PAC) and the PTA.

Smythe is very proud to provide monthly workshops for parents to help them better understand what their children learn at school and how to support them at home.

The PTA is an organization in which parent leaders support student-centered school programs, coordinate family-focused activities, as well as raise funds for Smythe community events.

We are very fortunate to partner with South Bay Community Resources in the implementation of the federal Promise Neighborhood Grant. This funding will assist us with student engagement, student achievement, student attendance and parent education.

Parents who wish to participate in Smythe Elementary School's leadership teams, school committees, school activities or become volunteers may contact school principal Russell Little (619) 428-4447.



*"We value a multicultural education and see the beauty in diversity."*

## 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

Smythe ES			
	16-17	17-18	18-19
<b>Suspension rates</b>	4.1%	1.0%	2.0%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
San Ysidro SD			
	16-17	17-18	18-19
<b>Suspension rates</b>	4.1%	2.8%	3.6%
<b>Expulsion rates</b>	0.0%	0.0%	0.1%
California			
	16-17	17-18	18-19
<b>Suspension rates</b>	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%



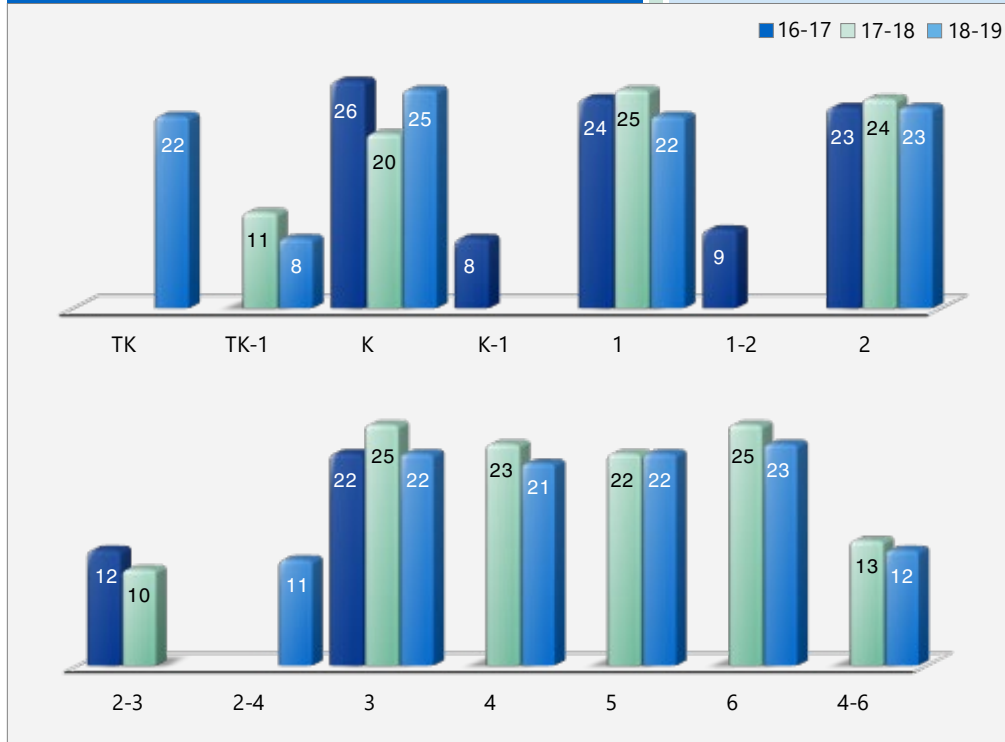


## Class Size Distribution

The bar graphs display 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.

### Average Class Size

#### Three-Year Data



## Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

#### Federal funds

- Lottery: Unrestricted
- Education Protection Account
- Every Student Success Act (ESSA): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611
- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- ESSA: Title II, Part A, Teacher Quality
- ESSA: Title III, Immigrant Education Program
- ESSA: Title III, Limited English Proficiency (LEP) Student Program

#### State funds

- Lottery: Instructional Materials
- Special Education: Assembly Bill (AB) 602
- Special Ed: State Mental Health Services
- 21st Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) programs

### 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+
TK								1	
TK-1				1			1		
K	1	7		3	2			3	
K-1	1								
1		6			4		1	3	
1-2	1								
2	1	5			4		1	3	
2-3	2			1					
2-4							1		
3	2	4		4	1		2	2	
4	★	★	★	2	2		2	2	
5	★	★	★	2	2		1	3	
6	★	★	★		3			4	
4-6	★	★	★	1			1		

★ For the 2016-17 school year, Smythe Elementary School served students in grades TK-3 only.



## 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	
	Smythe ES		San Ysidro SD		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	
	Smythe ES		San Ysidro SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	28%	30%	40%	41%	50%	51%
Mathematics	22%	31%	29%	31%	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		Smythe ES
		Grade 5
Four of six standards		20.0%
Five of six standards		17.8%
Six of six standards		21.1%

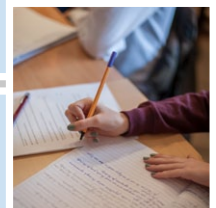
## California Assessment of Student Performance and Progress (CAASPP)

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 3–6.

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.

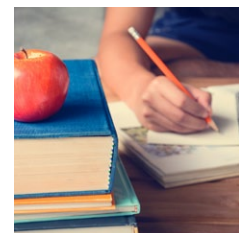
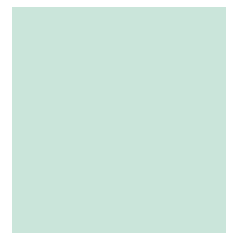
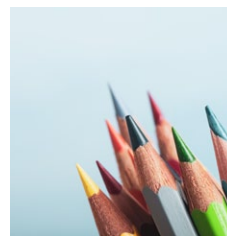
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



## CAASPP Results by Student Group: English Language Arts (grades 3-6)

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	348	339	97.41%	2.59%	30.09%
Male	171	164	95.91%	4.09%	28.66%
Female	177	175	98.87%	1.13%	31.43%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	345	336	97.39%	2.61%	29.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	321	312	97.20%	2.80%	27.42%
EVER English learner	310	301	97.10%	2.90%	27.58%
English learners	242	233	96.28%	3.72%	14.17%
Students with disabilities	36	36	100.00%	0.00%	8.82%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	115	113	98.26%	1.74%	27.27%

❖ 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.

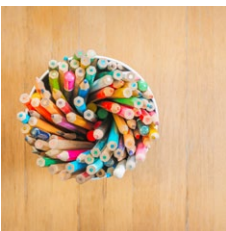
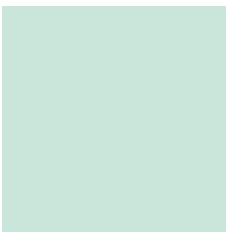




## CAASPP Results by Student Group: Mathematics (grades 3-6)

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	348	346	99.43%	0.57%	31.21%
Male	171	170	99.42%	0.58%	28.82%
Female	177	176	99.44%	0.56%	33.52%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	345	343	99.42%	0.58%	31.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	321	319	99.38%	0.62%	29.34%
EVER English learner	310	308	99.35%	0.65%	31.16%
English learners	242	240	99.17%	0.83%	21.66%
Students with disabilities	36	36	100.00%	0.00%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	115	114	99.13%	0.87%	28.83%

❖ 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

San Ysidro School District held a public hearing on September 12, 2019, determining sufficiency of instructional materials at all schools in the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. All teachers review materials approved for use by the state, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Benchmark Advance (English for K-6), Adelante (Spanish K-6 for Dual Language)	2018
Reading/language arts	Benchmark Steps to Advance (2-6 SDC)	2018
English Language Development	Benchmark Advance (K-6)	2018
Mathematics	My Math, McGraw-Hill (K-5)	2017
Mathematics	SpringBoard, College Board (6)	2017
Science/Health	California Science, Macmillan/McGraw-Hill (K-5)	2008
Science/Health	California Focus on Earth Science, Prentice Hall (6)	2008
History/Social Science	California Vistas, Macmillan/McGraw-Hill (K-6)	2007

## 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

## 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.

✧ 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	9/12/2019







## 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)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Fair
<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		Poor
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		9/16/2019
<b>Date of the most recent completion of the inspection form</b>		9/16/2019



## 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>Electrical</b>	Room 21: Blank off old alarm panel; Room 19: Electrical Deficiency; Girls restroom, Bldg. 6: Blank cover for old fire alarm system Work orders submitted	November 2019
<b>Restrooms/fountains</b>	Kitchen: Disposal not working; Room 21, 23: Drinking fountain low pressure/push button needs to be tightened; Room 22, 20, 28, 19, 17: Loose drinking fountain needs to be tightened, fountain deficiency, loose faucet; Room 32 & 3: Drinking fountain low pressure; Boys Restroom, Bldg. 5: Sink does not work/Urinal does not flush; Room 14, 13 & 8: Loose push button and/or cap; Room 7: Water fountain missing push cap; Custodian Bldg. & Staff restroom: No hot water Work orders submitted	November 2019
<b>Structural</b>	Kitchen: Garbage disposal not functioning Work order submitted	November 2019
<b>External</b>	Playgrounds: Safety pad end of life Pad hit end of life and parts cannot be purchased to make repairs – Needs to be replaced	TBD

## School Facilities

Smythe Elementary School provides a safe, clean environment for students, staff and volunteers. The nearly 50,000 square foot campus includes 32 permanent and four relocatable classrooms, a cafeteria, library and administrative offices. Originally constructed in 1971, several buildings were added or underwent modernization in 1991, and in 2000, the entire campus underwent complete modernization. The modernized campus includes 36 classrooms, a cafeteria/auditorium, and administrative offices. In addition, the school has a new fence, playground equipment, and every classroom is equipped with SMART Boards, document cameras, DVD and VCR players, and multimedia projectors.

Smythe Elementary School's primary concern is the safety of students and staff. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all our students.

The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

### Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed every other day throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with four custodians to develop sanitation schedules that ensure a clean, safe and functional learning environment.

### Maintenance and Repair

A scheduled maintenance program is administered by Smythe Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure school grounds and facilities remain in excellent working conditions. A work-order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Smythe Modernization

Smythe went through a modernization during the months of June to August 2017. Classrooms, bathrooms, MPR, library, and offices were renovated. Smythe also received new furniture and computers. The landscaping and parking area is also new. A second phase of the modernization will include the playground and hallways.



## 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		
	San Ysidro SD	Smythe ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	205	32	35	29
Without a full credential	3	1	0	0
Teaching outside subject area of competence (with full credential)	1	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		
		Smythe ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		2	0	0

## Professional Development

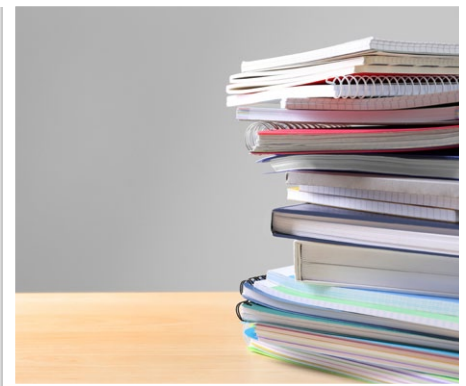
All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Professional Learning Community (PLC); Grade Level Collaboration; Data Reflection Sessions as well as various conferences and workshops, such as the Kagan Collaboratives, Project Lead The Way (PLTW), EdTechTeacher, NGSS Academies, CAASPP Institutes and AVID teacher training.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		45	40	40

✧ Not applicable.

\* 1 District Nurse to oversee all schools and is available for all students.



## 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
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.2
Social worker	0.0
Nurse	0.14*
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	1.0



## 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
	San Ysidro SD	Similar Sized District
<b>Beginning teacher salary</b>	\$50,877	\$49,378
<b>Midrange teacher salary</b>	\$76,166	\$77,190
<b>Highest teacher salary</b>	\$100,619	\$96,607
<b>Average elementary school principal salary</b>	\$134,313	\$122,074
<b>Average middle school principal salary</b>	\$128,059	\$126,560
<b>Superintendent salary</b>	\$198,686	\$189,346
<b>Teacher salaries: percentage of budget</b>	28%	36%
<b>Administrative salaries: percentage of budget</b>	5%	6%

## 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>Smythe ES</b>	\$6,566	\$84,065
<b>San Ysidro SD</b>	\$10,649	\$84,290
<b>California</b>	\$7,507	\$77,619
<b>School and district: percentage difference</b>	-38.3%	-0.3%
<b>School and California: percentage difference</b>	-12.5%	+8.3%

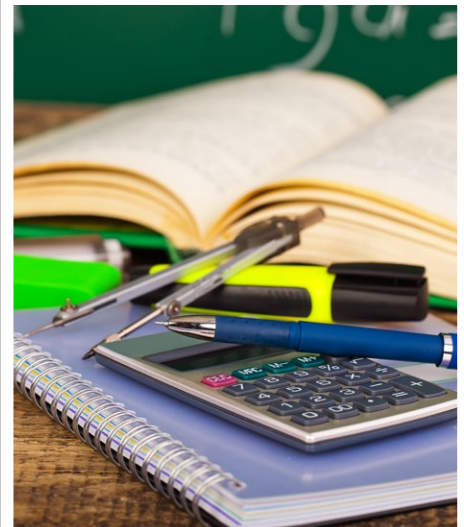
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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>	\$6,933
<b>Expenditures per pupil from restricted sources</b>	\$368
<b>Expenditures per pupil from unrestricted sources</b>	\$6,566
<b>Annual average teacher salary</b>	\$84,065



## 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

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