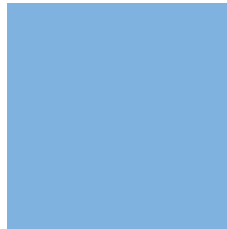
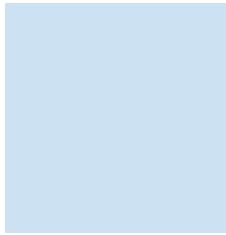


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Durfee School

Grades K-8  
CDS Code 19-64501-6013171

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Para español, visita [web.emcsd.org](http://web.emcsd.org)



## El Monte City School District

3540 North Lexington Avenue El Monte, CA 91731 ▪ [web.emcsd.org](http://web.emcsd.org)

Dr. Maribel Garcia, Superintendent ▪ [mgarcia@emcsd.org](mailto:mgarcia@emcsd.org) ▪ (626) 453-3700



## Principal's Message

Durfee School, in alignment with the El Monte City School District City School District, is committed to focusing on all students. We have developed a strong action plan that includes professional development, strengthening our instructional strategies utilizing Direct Implicit Instruction, analyzing student data and providing appropriate interventions. Schoolwide writing is evident in all classrooms.

We are currently utilizing common core aligned curriculum in language arts, math and social studies. The grades 7-8 math department teachers level their students in math in order to address their differentiated needs and provide systematic instruction during the school day. All classes are taught by highly qualified teachers. Finally, we are currently developing a stronger systematic English language development (ELD) program for our English learners, which will align the essential standard in ELD to language arts and is monitored by a district ELD instructional coach.

Durfee School is home to our district's Dual Immersion program in Spanish. The current enrollment is from TK to second grade. Each year the percentage of English used increases by 10%. By fifth grade, instruction is delivered 50% in Spanish and 50% in English. Students of all cultural backgrounds are enrolled into the program; half of the students enter with no Spanish foundation.

We continue to utilize our community resources to further drive and support our instructional program. The El Monte Police Department's Community Relations Office offers student resource officers; and ASPIRE, Stone Soup Child Care, and Kids Campus Youth Center provide after-school programs. We were recently awarded a Soccer for Success grant from the U.S. Soccer Foundation. This grant offers the opportunity for 250 of our students to participate in soccer-skills training at no cost to them. We also work in collaboration with our food and nutrition department to provide healthy and active programs for our students and teachers.

We continue to be committed to maintaining collaboration with our special-education department, providing mainstreaming and inclusion.

Finally, we are excited to inform you that our 2019 Smarter Balanced Assessment Consortium scores are above the state average in both language arts and math.

Durfee was named a top Los Angeles County school in 2019. We were also recognized as a California Honor Roll School.



## 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

Our purpose is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society.

## School Mission Statement

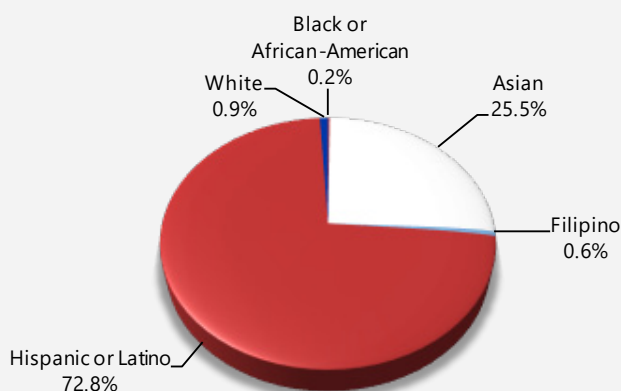
Our mission is to educate all students to develop skills, knowledge and attitudes to be responsible, productive and fulfilled individuals able to succeed ethically in a democratic society. Durfee's vision is that all students are actively engaged in classroom instruction that reflects best practices with a focus on technology development in all classes, and opportunities to demonstrate learning in a variety of ways. School climate is safe and positive; parents are partners in their children's education. Teachers operate as professional learning communities to assess student learning and use results of data to guide and inform instruction to provide additional support to struggling students.

## Enrollment by Student Group

The total enrollment at the school was 996 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2018-19 School Year



Socioeconomically disadvantaged	95.20%
English learners	23.90%
Students with disabilities	7.90%
Foster youth	0.20%
Homeless	16.70%



## School Board

Jennifer Cobian, President  
 Elizabeth Rivas, Vice President  
 Julia Ruedas, Clerk  
 Lisette Mendez, Member  
 David Siegrist, LACSTA Representative

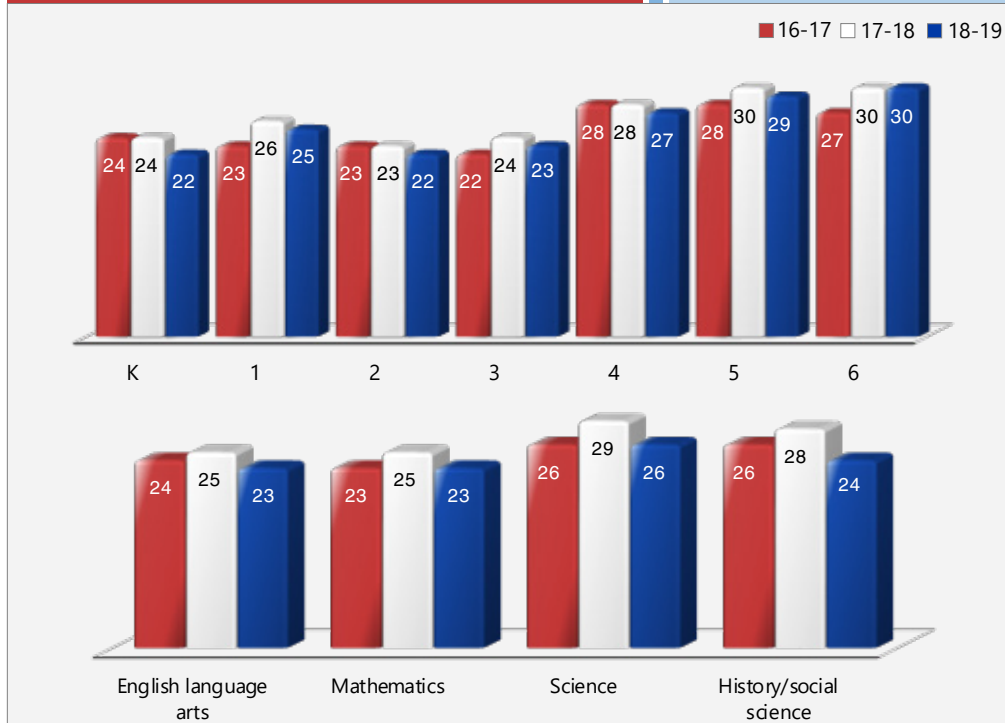


## Class Size Distribution

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

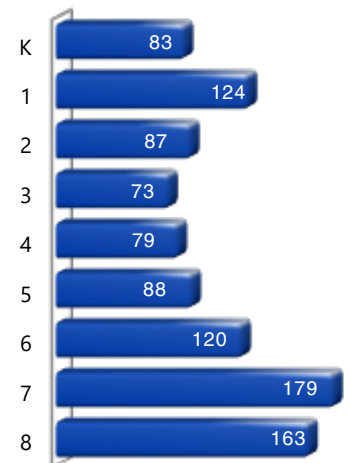
#### Three-Year Data



## Enrollment by Grade

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

### 2018-19 Enrollment by Grade



### 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		5			4		2	2	
1		4			5		1	4	
2		3			4			4	
3		4			3			3	
4		3			3			3	
5		4			3			3	
6		4			4			4	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		14			13		9	4	2
Mathematics		14			14		9	4	2
Science		13			12			12	
History/social science		14			14		3	11	

## 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

#### Durfee School

	16-17	17-18	18-19
Suspension rates	2.1%	0.5%	0.3%
Expulsion rates	0.0%	0.0%	0.0%

#### El Monte City SD

	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
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	
	Durfee School		El Monte City 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	
	Durfee School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	58%	60%	51%	51%	50%	51%
Mathematics	45%	49%	38%	40%	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		Durfee School	
		Grade 5	Grade 7
Four of six standards		26.1%	17.6%
Five of six standards		23.9%	38.6%
Six of six standards		31.8%	17.0%

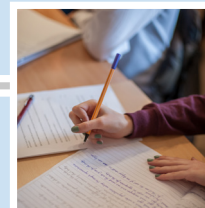
## California Assessment of Student Performance and Progress (CAASPP)

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	702	692	98.58%	1.42%	59.83%
Male	368	363	98.64%	1.36%	57.02%
Female	334	329	98.50%	1.50%	62.92%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	189	185	97.88%	2.12%	83.78%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	497	492	98.99%	1.01%	50.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	679	670	98.67%	1.33%	59.25%
English learners	312	303	97.12%	2.88%	53.14%
Students with disabilities	65	64	98.46%	1.54%	15.63%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	110	107	97.27%	2.73%	50.47%

❖ 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.

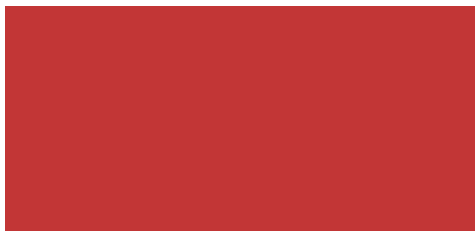




## CAASPP Results by Student Group: Mathematics (grades 3-8)

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	702	701	99.86%	0.14%	48.64%
Male	368	367	99.73%	0.27%	51.23%
Female	334	334	100.00%	0.00%	45.81%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	189	189	100.00%	0.00%	82.01%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	497	497	100.00%	0.00%	36.22%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	679	678	99.85%	0.15%	48.08%
English learners	312	312	100.00%	0.00%	43.91%
Students with disabilities	65	64	98.46%	1.54%	9.38%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	110	110	100.00%	0.00%	42.73%

❖ 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

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSID instructional support staff and parents in the school community. Publishers give presentations, and standards are carefully matched to ensure compliance with state requirements; textbook adoptions come only from the approved list provided by the state. All teachers are given an opportunity to preview materials and ask questions of their site representatives who are on the task force. Members of the task force then vote on selection. Board approval is the final requirement.

All students have current textbooks, and copies are available in Spanish to support students who need second-language support.

History-social science textbooks were adopted during the 2018-19 school year, and the above procedures were followed. The materials selected were on the state-approved list and fit within the curriculum framework adopted by the California State Board of Education.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017	
Reading/language arts	StudySync, McGraw-Hill (6-8)	2017	
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2015	
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (6-8)	2015	
Science	<i>California Science</i> , Pearson Scott Foresman (K-5)	2007	
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007	
History/social science	<i>My World</i> , Pearson (K-5)	2018	
History/social science	Impact, McGraw-Hill (6-8)	2018	



## School Safety

School safety is a top priority at Durfee School. We keep our campus secure during school hours by locking gates and requiring all visitors to check in through the office. All employees are required to wear ID badges at all times. We have an extensive School Emergency Management System (SEMS) that covers contingencies and is coordinated with city and county emergency services. For possible emergencies, we practice fire, lockdown, earthquake and evacuation drills.

Each year, our staff has the opportunity to be trained in first aid and CPR. Two school nurses or a health clerk are on campus during the school day. Our district and Durfee School implement a zero-tolerance policy toward bullying as well as any student who brings or is in possession of a weapon or any other dangerous object or illegal substance onto campus.

Supervision is key to student safety. Durfee School uses a combination of paid supervisors and classroom teachers to supervise students. Also, careful scheduling ensures that students of different ages and grade levels are not on the playground at the same time. We are currently working to create a No Bullying Zone at Durfee School, working with our students and teachers to ensure continued safety.

To address traffic safety, we have a drop-off and pick-up zone located in the parking lot on the east side of the school. The City of El Monte and El Monte City School District have provided speed bumps and an additional loading zone on Maxson Road, as well as new stop signs and a crosswalk. The El Monte Police Department supports our school through the student resource officer and motor patrol officers. Finally, traffic issues are discussed at parent organization meetings.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019 and is a continuous topic for discussion.

✧ 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	0%
Foreign language	✧
Health	✧

## 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

## 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	9/9/2019



## 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. At the time of this school facility inspection, no deficiencies were found.

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	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>	8/29/2019	
<b>Date of the most recent completion of the inspection form</b>	8/29/2019	

## School Facilities

Initially completed and opened in 1965, Durfee School has undergone extensive remodeling and modernization. Our current classrooms contain internet wiring in every room, functional playground equipment, and a drop-off zone and parking lot. Our gym features basketball and volleyball courts, seating for 500, and provides us with an indoor physical education and recreation facility. A fitness room provides additional opportunities for students to become and stay physically healthy. The athletic field was completed at the end of 2004.

Durfee was the recipient of a grant from Amigos de los Rios, which allowed for the construction of a river walk and outdoor classroom on the south side of the Durfee field, and an extended walking path on the north and east side of the school's perimeter. Additional trees have been planted all around the campus and its outside perimeter. We are part of the Emerald Necklace in the San Gabriel Valley. The walk is an exact replication of the botanical and riparian wilderness that once was the center of the San Gabriel Valley.

Most classrooms are in two permanent two-story buildings. We have a room specifically designed and only used for music with seating for 75. We have an industrial arts program offering drafting, woodshop and metal shop. We also have a room dedicated for classes in home economics. It is outfitted with sewing machines and four kitchens.

Keeping the Durfee School campus safe and clean is something we all strive to maintain. We currently have four full-time custodians who are on staggered shifts. They do a great job of providing us with clean, safe facilities. We work continually with El Monte City School District maintenance to keep the facility running properly. The district provides yearly inspections.

## Parental Involvement

Our parents play an important role in the decision-making process of their student's education. There are a number of ways for parents to get involved at Durfee School. They can join one of our organizations, such as our School Site Council (SSC), our English Learner Advisory Committee (ELAC) or the Parent Teacher Association (PTA). These organizations can be involved in determining budgets, assist in writing the school plan and addressing safety issues. Our goal is to increase parent involvement through active outreach, working in collaboration with the El Monte-Rosemead Adult School and Kids Campus Youth Center.

If you wish to find out how to become involved at Durfee School as a volunteer or in any of the parent organizations, call Rose Lazo, our community liaison, at (626) 443-3900, ext. 2798.

## Types of Services Funded

The following is a list of federal- and state-funded programs that are provided to El Monte City School District students:

- Title I (Basic Grant)
- Title I (Migrant Education)
- Title II (teacher and principal training and recruiting)
- Title III (for limited English-proficient students)
- Title III (for Immigrant Students)
- Title IV (Student Support and Academic Enrichment)
- Low Performing Student Block Grant
- Compensatory Education for English Learners
- Gifted and Talented Education (GATE)
- Beginning Teacher Induction Program
- Class Size Reduction (CSR)
- Special Education
- Head Start
- State Preschool Program
- National School Lunch Program
- State Compensatory Education







## 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		
	El Monte City SD	Durfee School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	50	50	47
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	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		
		Durfee School		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

## Professional Development

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3	3

## 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.



## 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)	1.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.6
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0



## 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
	El Monte City SD	Similar Sized District
<b>Beginning teacher salary</b>	\$49,761	\$45,741
<b>Midrange teacher salary</b>	\$82,647	\$81,840
<b>Highest teacher salary</b>	\$102,998	\$102,065
<b>Average elementary school principal salary</b>	\$128,179	\$129,221
<b>Superintendent salary</b>	\$222,018	\$224,581
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	5%	5%

## 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>Durfee School</b>	\$6,102	\$88,326
<b>El Monte City SD</b>	\$4,767	\$88,846
<b>California</b>	\$7,507	\$82,663
<b>School and district: percentage difference</b>	+28.0%	-0.6%
<b>School and California: percentage difference</b>	-18.7%	+6.9%

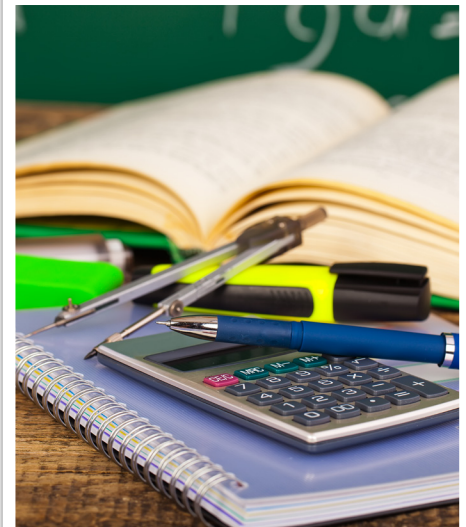
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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>	\$9,154
<b>Expenditures per pupil from restricted sources</b>	\$3,052
<b>Expenditures per pupil from unrestricted sources</b>	\$6,102
<b>Annual average teacher salary</b>	\$88,326



## 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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