SARC School Accountability Report Card 2018-19
Published in 2019-20
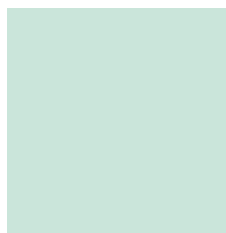
Sunset Elementary School

Grades K-6
CDS Code 37-68379-6093264

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

4350 Otay Mesa Road   San Ysidro, CA 92173   ▪   www.sysdschools.org

Gina A. Potter, Ed.D., Superintendent   ▪   gina.potter@sysdschools.org   ▪   (619) 428-4476

Principal's Message

Welcome to Sunset Elementary School, a California Distinguished School. As principal, I am especially pleased to be part of a faculty and staff committed to providing the best possible education for every child. Sunset is located in the coastal community of San Ysidro, adjacent to the U.S.-Mexico border. Our teaching and learning are focused on meeting and exceeding the California Common Core State Standards for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling while creating a solid classroom experience for students learning at grade level. As we continue to grow, we will provide a safe and supportive learning environment that empowers students to become lifelong learners.

In accordance with Proposition 98, every school in California is required to issue a School Accountability Report Card (SARC). This report will provide you, parents and community members, with valuable information about our school's achievements, resources, students and staff. Since home, school and community unity and cooperation are keys to school success, we hope you will gain a better understanding of our school through the information provided in this report.

School Mission Statement

Sunset Elementary School: "A tradition of academic excellence"

Our mission is to increase academic achievement for all students and prepare them for the opportunities of the 21st century through innovative, college-focused instruction. Parents, teachers and students will work together in a safe and compassionate learning environment to ensure the socio-emotional and academic success of all students.

School Vision Statement

All students learn critical thinking skills, self-respect and a global perspective.

Parental Involvement

Sunset Elementary School promotes active parent involvement and engagement, as it acknowledges the value of parents participating in their students' education. Parents assist the school by volunteering in classrooms and participating in the Parent Teacher Association, School Site Council, English Learner Advisory Committee and District Advisory Committee. Parents also attend monthly parent meetings with the principal, leadership seminars and parenting classes.

We encourage parents to become involved in school activities and programs in order to increase the academic success of their child. For more information on how to become involved, please contact Outreach Consultant, Rodrigo Amezquita, at (619) 428-1148 ext. 3684.

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.

Sunset Elementary School places 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 works with a scheduled preventive program to offset costly repairs. Staff models and reviews safe behaviors and practices with the students regularly. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2020.

ROAR: Respect Others, Act & Responsibly

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.
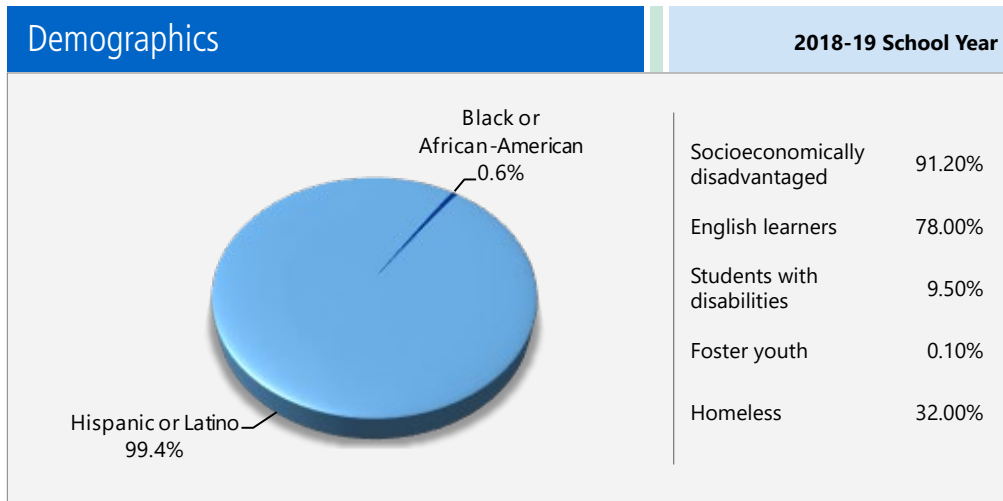
#SYSDUnited

School Board

Humberto Gurmilan, President

Antonio Martinez, Vice President

Rudy Lopez, Clerk

Irene Lopez, Member
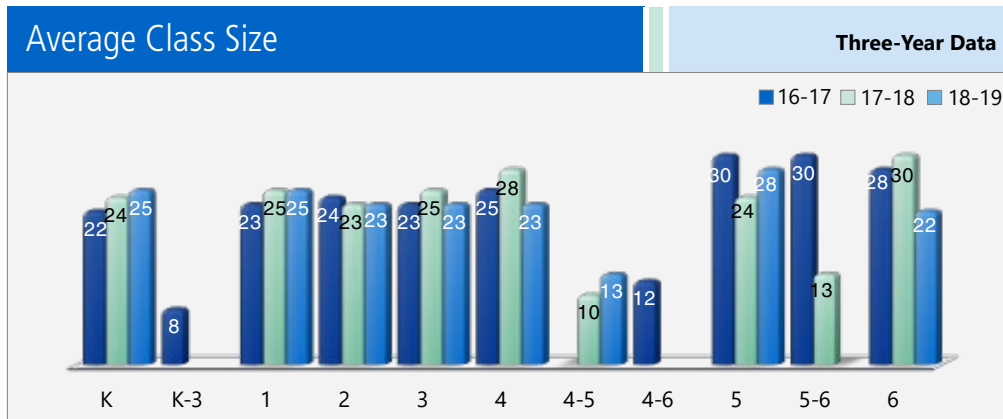
Rosaleah Pallasigue, Member

Enrollment by Student Group

The total enrollment at the school was 672 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2018-19 School Year

Black or African-American 0.6%

Hispanic or Latino 99.4%

Socioeconomically disadvantaged	91.20%
English learners	78.00%
Students with disabilities	9.50%
Foster youth	0.10%
Homeless	32.00%

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

Grade	Students
K	74
1	98
2	94
3	87
4	98
5	113
6	108

Class Size Distribution

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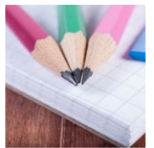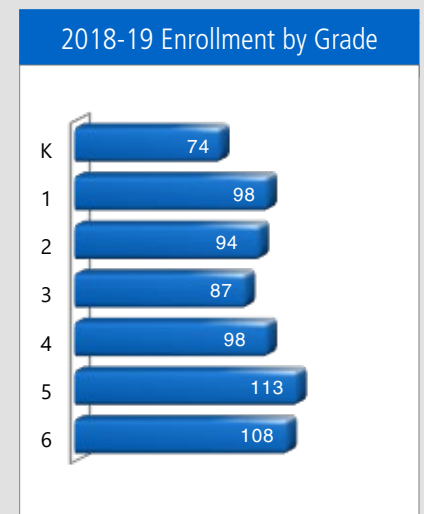
Average Class Size	Three-Year Data

Legend: ■ 16-17 ☐ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	22	24	25
K-3			8
1	23	25	25
2	24	23	23
3	23	25	23
4	25	28	23
4-5		10	13
4-6			12
5	30	28	24
5-6	30	13	
6	28	30	22

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

Sunset ES	16-17	17-18	18-19
Suspension rates	0.8%	0.6%	0.1%
Expulsion rates	0.0%	0.0%	0.0%

San Ysidro SD	16-17	17-18	18-19
Suspension rates	4.1%	2.8%	3.6%
Expulsion rates	0.0%	0.0%	0.1%

California	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		1	3			3	
K-3	1								
1		4			4			4	
2		4			4			4	
3		5			4			4	
4		4			4			4	
4-5				1			1		
4-6	1								
5		4						4	
5-6		1		1					
6		4			4		1	4	

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	
	Sunset 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	
	Sunset ES		San Ysidro SD		California		
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	37%	37%	40%	41%	50%	51%
Mathematics	27%	33%	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.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Sunset ES
	Grade 5
Four of six standards	24.4%
Five of six standards	21.8%
Six of six standards	20.2%

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.

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.

✧ Not applicable.

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	422	405	95.97%	4.03%	36.54%
Male	210	200	95.24%	4.76%	32.50%
Female	212	205	96.70%	3.30%	40.49%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	418	401	95.93%	4.07%	36.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	387	372	96.12%	3.88%	36.58%
EVER English Learner	385	368	95.58%	4.42%	37.23%
English learners	268	251	93.66%	6.34%	13.94%
Students with disabilities	51	50	98.04%	1.96%	4.08%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	143	138	96.50%	3.50%	28.68%

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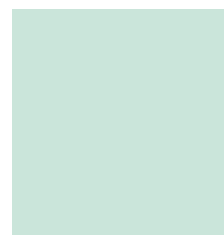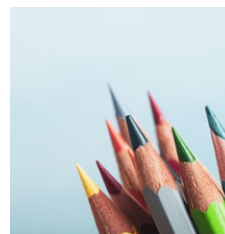
CAASPP Results by Student Group: Mathematics (grades 3-6)

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	422	417	98.82%	1.18%	32.85%
Male	210	208	99.05%	0.95%	34.13%
Female	212	209	98.58%	1.42%	31.58%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	418	413	98.80%	1.20%	33.17%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	387	383	98.97%	1.03%	32.64%
EVER English learner	385	380	98.70%	1.30%	33.42%
English learners	268	263	98.13%	1.87%	17.49%
Students with disabilities	51	50	98.04%	1.96%	4.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	143	141	98.60%	1.40%	25.76%

❖ 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

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

✧ 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	✧

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

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
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	9/13/2019
Date of the most recent completion of the inspection form	9/13/2019

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
Systems	Workrooms 21/22, 23/24,6/5, & 4/3: HVAC not working. Work order submitted to fix the problem.	November 2019
Interior	Workroom 19/20: Wood cabinet broken piece. Work order submitted to fix the problem.	November 2019
Cleanliness	Electrical room: Vents need to be cleaned; Room 32: Broken ceiling tiles. Work order submitted to fix the problem.	November 2019
Electrical	Rooms 26, 24, 27, 14, 12, 9, 29, 16, 20, 4, office, computer lab, custodial room & storage: Lights not working properly. Work order submitted to fix the problem.	November 2019
Restrooms/fountains	Room 26: Drinking fountain does not turn off; Rooms 8 & 7: No hot water at skin; Staff Lounge: Low water pressure; MPR Restrooms & fountain by room 3: No water in fountain; Girls & Boys restrooms: Bathroom deficiencies; Room 3: High water pressure; Boys restroom by room 3: Faucet leaking. Work order submitted to fix the problem.	November 2019
Safety	Room 17: Safety Deficiency; Rooms 24, 2, 1 & workroom: Boxes Stacked up to high/items too high in cabinets. Work order submitted to fix the problem.	November 2019
Structural	Library, Principal Office, MDE, workroom & rooms 13, 8, 21, 32: Ceiling tiles need to be replaced. Work order submitted to fix the problem.	November 2019
External	Workrooms, Boys restrooms & room 19: Windows and doors not working properly. Work order submitted to fix the problem.	November 2019

School Facilities

Sunset Elementary School was built in 2004 and provides a safe, clean environment for students, staff and volunteers. It houses 32 permanent classrooms, two computer labs, a library, a multipurpose room and administrative offices, encompassing a total of 71,977 square feet. The playground consists of black top and turf field for students' recess and lunch time play activities.

The safety of students and staff is a primary concern. 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 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. The school currently employs part-time campus security that assist with student safety before, during and after school.

Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with 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 custodians to develop sanitation schedules that maintain a clean, safe and functional learning environment. There are three custodians currently assigned to the school.

Maintenance and Repair

A scheduled maintenance program is administered by Sunset Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, San Ysidro School District administers a scheduled maintenance program to ensure school grounds and facilities remain in excellent repair. 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. At the time of publication, 100 percent of toilets on campus were in good working order.

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.

Teacher Credential Information		Three-Year Data		
	San Ysidro SD	**Sunset ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	205	29	29	27
Without a full credential	3	0	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		
	Sunset 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	1	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

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 a 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)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.8
Social worker	0.0
Nurse	0.14*
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

✧ Not applicable.

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

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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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
Beginning teacher salary	$50,877	$49,378
Midrange teacher salary	$76,166	$77,190
Highest teacher salary	$100,619	$96,607
Average elementary school principal salary	$134,313	$122,074
Average middle school principal salary	$128,059	$126,560
Superintendent salary	$198,686	$189,346
Teacher salaries: percentage of budget	28%	36%
Administrative salaries: percentage of budget	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
Sunset ES	$6,078	$87,707
San Ysidro SD	$10,649	$84,290
California	$7,507	$77,619
School and district: percentage difference	-42.9%	+4.1%
School and California: percentage difference	-19.0%	+13.0%

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	
Total expenditures per pupil	$6,155
Expenditures per pupil from restricted sources	$76
Expenditures per pupil from unrestricted sources	$6,078
Annual average teacher salary	$87,707

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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