

## La Joya Elementary School

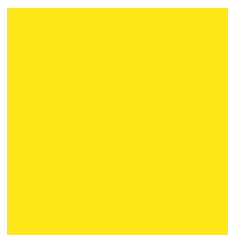
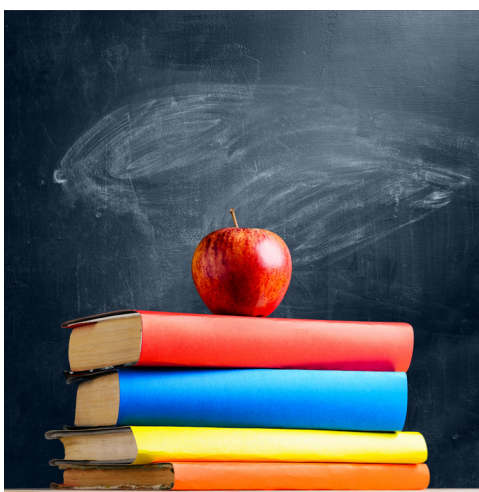
Grades TK-5  
CDS Code 27-66191-6026652

Analia Escamilla  
Principal  
[aescamilla@santaritaschools.org](mailto:aescamilla@santaritaschools.org)

55 Rogge Road  
Salinas, CA 93906  
(831) 443-7216

<https://la-joya.santaritaschools.org>

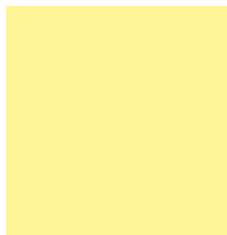
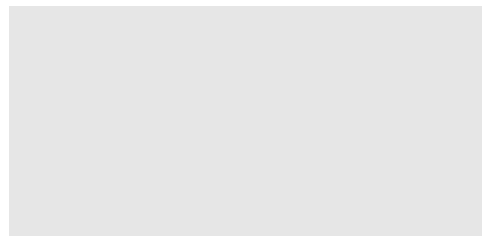
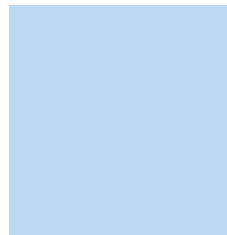
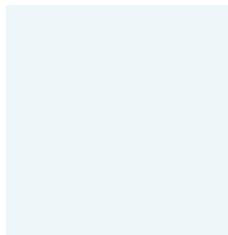
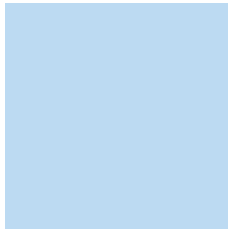
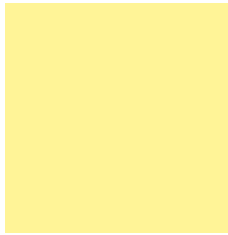
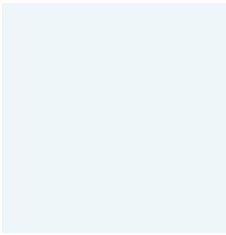
Para español, visita [www.santaritaschools.org](http://www.santaritaschools.org)



## Santa Rita Union Elementary School District

57 Russell Road Salinas, CA 93906 ▪ [www.santaritaschools.org](http://www.santaritaschools.org)

Timothy Ryan, Superintendent ▪ [tryan@santaritaschools.org](mailto:tryan@santaritaschools.org) ▪ (831) 443-7200





## Principal's Message

La Joya Elementary recognizes the importance of the academic and vocational education of a student. This year, our staff is working together to set an equal standard of expectations for our students. Our goal is to reflect on current practices to see whether or not it helps the child learn and grow. We always welcome new opportunities, but it should always serve the best interest of the child. Our goal is to get all stakeholders to become more proactive about their student's education. We always invite parents to all meetings and welcome them to participate. It is important for us to have their involvement with our school vision.

The following describes our awards and incentives for our students.

**PAWS TICKETS**- Each teacher will get 3 paws tickets once a week. These tickets should be given to students who exemplify excellence in academics, behavior, citizenship, and overall decision making. Only teachers will be giving these tickets out. In turn, the students can redeem the tickets directly at the cafeteria for an ICEE.

**Pride, Achievement, Work Ethic & Spirit**

The following can merit a PAWS ticket:

- Amazing academic growth
- Outstanding work performance
- A good deed toward another school member
- Exhibits one of the school's character traits

**MONTHLY PERFECT ATTENDANCE**- Our attendance clerk will run a report every 20 days. Students who have no tardies or absences will receive a pencil. Students also receive a Perfect Attendance award certificate in class if they had perfect attendance in the first trimester.

**CHARACTER TRAIT AWARDS**- Students will be recognized monthly. Teachers will pick two students from their classroom that have exemplified the character traits. The winners will receive a certificate and be announced over the intercom on Mondays during Words of Wisdom.

**September**-Responsibility

**October**-Citizenship

**November**-Caring

**January**-Trustworthiness

**February**- Fairness

**March**-Respect

**April**-Teacher's Choice

**LEXIA**- Students who complete all levels of 1-18 in Lexia will receive a trophy. Once they finish, they can go to the office and get their trophy. The teacher will give them a certificate. Students also then have the option of picking a language to study of their choice from Rosetta Stone.

**AR AWARDS**- This year, we are focusing on points rather than word count. Once a student has achieved their point goal, the student will be recognized with an award.

**OUTSTANDING CITIZENSHIP**- 1 award maximum per class per trimester. Qualifications for this should include student exhibiting the six characteristic traits. A student should show respectful behavior toward their peers, teachers, and other members of the community.

**OUTSTANDING EFFORT** - 2 awards maximum per class per trimester. In order to get this award, a student should be putting in effort at their own work level. They should show proof of growth through their classwork and in class assessments.

## School Mission Statement

The mission of La Joya School is to offer a unique place where students can learn and grow, surrounded by a positive, friendly and caring school community. Our staff provides progressive and innovative opportunities for academic learning, as well as enrichment activities that promote visual and performing arts, environmental awareness and stewardship, positive citizenship and college and career readiness.

We are also committed to ensuring our students receive a solid foundation in character education, leadership skills, communication and collaboration. We expect our students to be resilient and responsive to change, have high expectations for themselves and be tolerant of differences. In our growing collaboration with La Joya families and community partners, we continue to work toward achieving our mission each and every day.

## School Vision Statement

Our vision for La Joya Elementary School is to be a place where everyone works together in order to provide abundant and meaningful opportunities for our students to excel in academics, character development, creativity and personal responsibility.

All students will realize their individual strengths and talents and the importance of using those strengths and talents in contributing to the betterment of their community, the environment and society as a whole.



## 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 and Vision Statement

The vision and mission of the Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.

## School Board

**Sarah Turner**  
*Board president*

**Diego Jacob Sandoval**  
*Board clerk/vice-president*

**Elva Arellano**  
*Board trustee*

**Meri Keiser**  
*Board trustee*

**Sunil "Neil" Patel**  
*Board trustee*

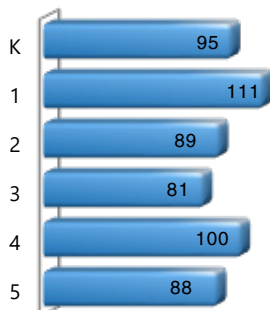




## Enrollment by Grade

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

2018-19 Enrollment by Grade



## 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

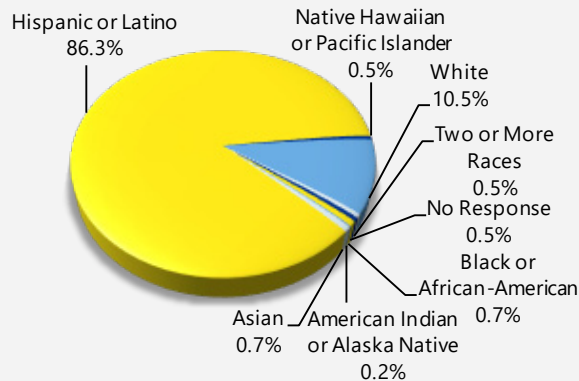
La Joya ES			
	16-17	17-18	18-19
Suspension rates	2.5%	4.5%	3.4%
Expulsion rates	0.0%	0.0%	0.0%
Santa Rita Union ESD			
	16-17	17-18	18-19
Suspension rates	1.3%	2.3%	4.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

## Enrollment by Student Group

The total enrollment at the school was 564 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



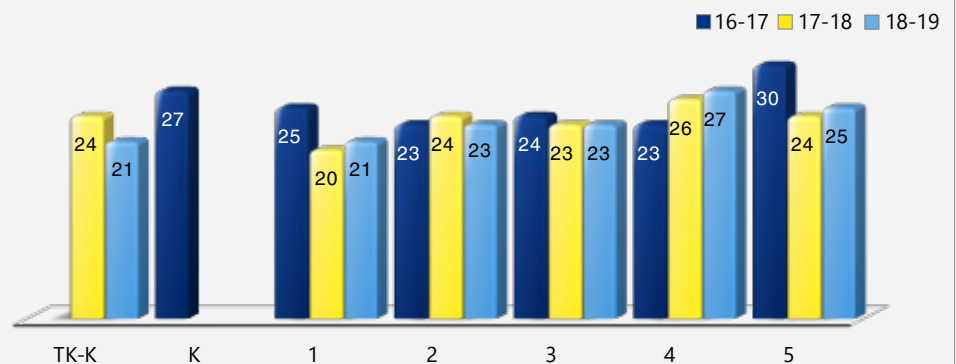
Socioeconomically disadvantaged	76.20%
English learners	43.80%
Students with disabilities	7.40%
Foster youth	0.00%
Homeless	0.40%

## 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



## 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-K				1	4		5		
K		4							
1		3		2	2			4	
2		4			3			5	
3		3			4			4	
4	1	3			3			3	
5		3			4			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	
	La Joya ES		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

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

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	La Joya ES		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	38%	42%	37%	39%	50%	51%
Mathematics	21%	25%	22%	22%	38%	40%

## California Physical Fitness Test

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

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

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

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		La Joya ES
		Grade 5
Four of six standards		19.0%
Five of six standards		14.3%
Six of six standards		3.6%

✧ Not applicable.

## 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 3–5.

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 3-5)

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	271	264	97.42%	2.58%	41.67%
Male	134	129	96.27%	3.73%	41.09%
Female	137	135	98.54%	1.46%	42.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	231	226	97.84%	2.16%	41.15%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	30	96.77%	3.23%	46.67%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	216	210	97.22%	2.78%	40.00%
English learners	149	144	96.64%	3.36%	35.42%
Students with disabilities	34	34	100.00%	0.00%	23.53%
Students receiving Migrant Education services	11	11	100.00%	0.00%	27.27%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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

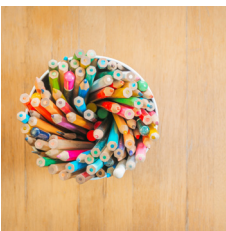
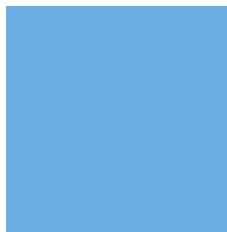
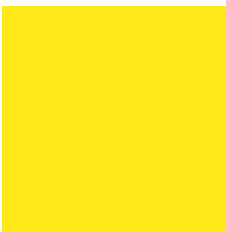




## CAASPP Results by Student Group: Mathematics (grades 3-5)

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	271	264	97.42%	2.58%	25.38%
Male	134	129	96.27%	3.73%	26.36%
Female	137	135	98.54%	1.46%	24.44%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	231	226	97.84%	2.16%	25.66%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	30	96.77%	3.23%	26.67%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	216	210	97.22%	2.78%	24.29%
English learners	149	145	97.32%	2.68%	22.07%
Students with disabilities	34	33	97.06%	2.94%	9.09%
Students receiving Migrant Education services	11	11	100.00%	0.00%	18.18%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



## 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	0%
Health	0%

## Textbooks and Instructional Materials

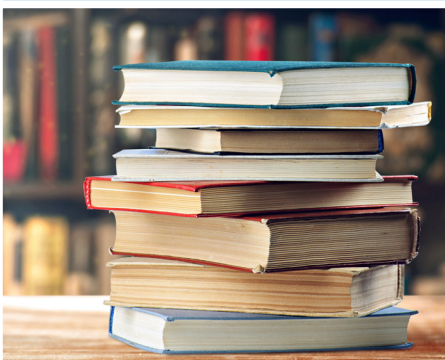
The district maintains a Curriculum Council each year with representation from all six schools. This committee reviews all curricula that is up for current adoption, based on the timelines established by the California Department of Education. The council is comprised of a majority of certificated teachers. The group meets regularly to also discuss ongoing needs regarding adopted curricula, including necessary training and materials needed. Adopted curricula are approved by the CA State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	CA Journeys, Houghton Mifflin	2015
Mathematics	Eureka Math	2014
Science	Amplify (TK-5)	2019
History/social science	Studies Weekly	2017

## 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		8/28/2019



## 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

## Parental Involvement

We have a variety of opportunities for parents to be involved at La Joya. Our Cafecito meetings are held the first Wednesday of the month at 8:30 a.m. All parents are invited to attend and get to know other parents and school staff members. Various topics are discussed such as how to help your child, safety practices and concerns, and community opportunities and outreach.

We also have a Panther Activities Committee (PAC), which is a group of parents and staff members who plan and organize activities for students and families. They also oversee fundraiser efforts to raise money for field trips, playground equipment and garden maintenance.

Our School Site Council meets five times per year. This council is comprised of five parent members and five staff members. They are responsible for developing the school site plan each year and approving the budget that funds the activities outlined in the school plan.

The English Language Advisory Committee (ELAC) also meets five times a year. This council advises the school regarding needs of our second language learners. It also serves as an educational meeting for parents in areas such as parenting skills, homework help, understanding Common Core Math and much more.

Parents are also invited to volunteer to help with activities such as movie nights, dances, our carnival, student performances and fundraisers. We also offer opportunities for parents to volunteer in the classroom and serve as chaperones for field trips.

We have two district committees that provide parents with the opportunity to give input about district programs and budget. DELAC is the District English Language Advisory Committee. Parents from each school site serve on this council and are responsible for sharing how each of the schools is serving the needs of the second language learners. They are also responsible for sharing information back to the site ELAC.

The Local Control Accountability Plan (LCAP) committee is also a district-level parent involvement opportunity. This committee is responsible for developing the LCAP. The LCAP is a tool for local educational agencies to set goals, plan actions and leverage resources to meet those goals to improve student outcomes.

At the end of every year, we provide a Volunteer Breakfast for all the parents and community members who have helped make a great year at La Joya. We are committed to enhancing parent participation in all areas of the school experience.

For more information on how to become involved, please contact the school at (831) 443-7216.





## 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>		Exemplary
<b>Date of the most recent school site inspection</b>		8/21/2019
<b>Date of the most recent completion of the inspection form</b>		8/21/2019

## Types of Services Funded

We have three funding sources on the site level for La Joya to fund services. Local Control Funding Formula (LCFF) funds afterschool intervention programs, before school intervention programs and art lessons for all students. LCFF also funds our weekly PE and music programs. LCFF funds entrance fees and transportation for field trips, special technology programs and character-education assemblies. Students who are advanced learners also get to choose a language to study through Rosetta Stone.

Our Title I funds pay for eight intervention paraprofessionals, Scholastic Magazines, materials for Cafecito and library books.

Our unrestricted funding pays for some of our field trips. It is also paying for more assemblies to come to campus.

## La Joya Elementary Goals and Values

**Our first goal is to provide our students with high quality instructional materials to enhance all learning.** Our belief is that students learn best when provided purposeful instructional materials focus on interesting, relevant and/or real life experiences. We also believe in standards-based integrated content-approach learning to enhance their abilities to practice academic skills while learning important content.

**Our second goal is to inspire students to learn through instructional practices that are purposeful, engaging and effective.** We believe instruction improves when teachers have meaningful collaboration possibilities focused on our adopted instructional modes, Gradual Release of Responsibilities, creating lesson plans, sharing ideas and coaching each other.

**Our third goal is to maintain high expectations for student success.** We believe our students will meet the grade level requirements as established by Common Core Standards in language arts and math, state standards in social studies, and Next Generation Science Standards. We expect our students to be accountable, responsible and ready to learn every day.

**Our fourth goal is to provide our students with enrichment activities and opportunities that enhance their awareness of the world around them.** We realize these experiences add to the uniqueness of every child and provide alternative avenues in which students can excel. We also realize that enrichment opportunities in music, art, theatre, dance, media and technology, environmental studies and sports have proven to enhance students' abilities in academics.

**Our fifth goal is that our students develop those skills associated with contributing to a successful school climate.** We will provide a school culture rich in character building activities, communication skills development and community service opportunities. We will provide a schoolwide approach to discipline.

## School Facilities

La Joya Elementary School was built in 1963. There are 12 permanent classrooms and 20 portable buildings. We have a large library/media center, an MPR room, one baseball diamond, one soccer field, and a large athletic field for other activities.

We have two playground areas. One is for transitional kindergarten and kindergarten students. The other area is for students in grades 1-5.

Our custodial staff includes one lead custodian and one evening custodian. The school and classrooms are cleaned each day or evening. We also have a district groundskeeper and maintenance staff that helps maintain the campus and handle minor and major repairs.

Although the school is old, it has been updated several times. The latest update was in 2014 when the school was retrofitted for earthquakes. The office was remodeled and the classrooms were given new carpet, new walls and a new ventilation/heater system. The outside of the school was also remodeled and painted.



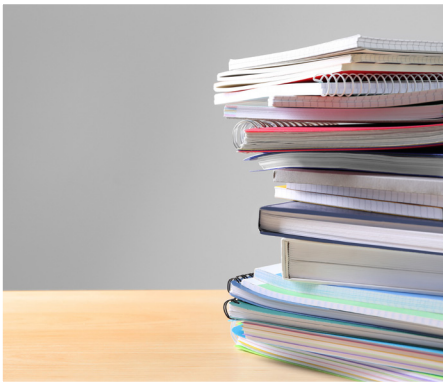
## School Safety

Safety is of the utmost importance to our staff. We have a solid Safety and Disaster Plan, which encompasses all systems and procedures related to lockdowns, active shooter on campus, earthquake, fires and floods. Each month, students practice drills and evacuation procedures.

The entire staff has participated in ALICE (alert, lockdown, inform, counter and evacuate) training and have passed that information on to the students. Each employee is equipped with a walkie-talkie, megaphone, emergency backpack, and a gate key to evacuate from each gate. Each classroom is equipped with emergency supplies, food and emergency toilet.

We have 13 yard duty supervisors to assist with before school supervision, recess, lunch, and afterschool parking lot and bus duty. We also have 18 students who participate in AAA Safety Patrol. These students assist with morning drop off, cross walk duty, recess duty and lunch supervision.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.



## 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	1:587
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

## 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		
	Santa Rita Union ESD	La Joya ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	153	20	26	24
Without a full credential	12	4	2	2
Teaching outside subject area of competence (with full credential)	21	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		
	La Joya 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	0	0	0	

## Professional Development

We have a variety of professional development opportunities for our staff members. On district professional development days, we have offered the following training: Eureka Math, Journeys English language arts (ELA), Next Generation Science Standards (NGSS), technology in the classroom, advanced Google training, classroom management, safety and mindfulness.

On the La Joya site, we also offer professional development opportunities. Three times a year, each grade level is given an entire day to plan and develop activities for the trimester. They can also use this day to observe other classrooms. Every other Wednesday is a minimum day. Some of the opportunities offered include: Step up to Writing and grade-level alignment in writing, social studies and science training, ELD training, data analysis and Lexia training.

Teachers support each other during their one and a half hour per week planning time. They discuss successes and challenges and can coach each other. They also use this time to develop grade-level lesson plans and coordinate math and ELA lessons and assessments.

Professional Development Days		Three-Year Data	
	2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement	5	6	30 hours



## 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	
	Santa Rita Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	\$42,591	\$49,378
<b>Midrange teacher salary</b>	\$73,923	\$77,190
<b>Highest teacher salary</b>	\$92,301	\$96,607
<b>Average elementary school principal salary</b>	\$109,967	\$122,074
<b>Average middle school principal salary</b>	\$115,503	\$126,560
<b>Superintendent salary</b>	\$185,000	\$189,346
<b>Teacher salaries: percentage of budget</b>	37%	36%
<b>Administrative salaries: percentage of budget</b>	6%	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>La Joya ES</b>	\$5,204	\$69,857
<b>Santa Rita Union ESD</b>	\$6,688	\$72,127
<b>California</b>	\$7,507	\$77,619
<b>School and district: percentage difference</b>	-22.2%	-3.1%
<b>School and California: percentage difference</b>	-30.7%	-10.0%

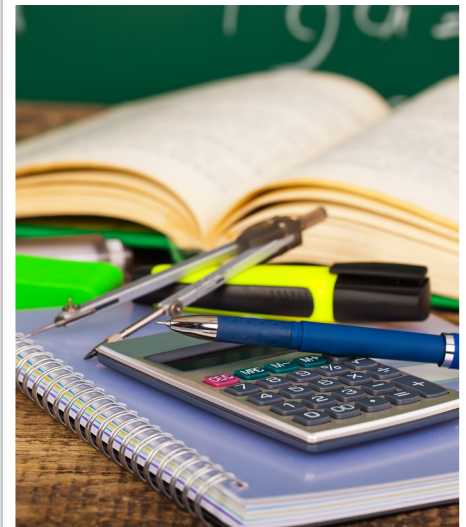
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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>	\$5,778
<b>Expenditures per pupil from restricted sources</b>	\$574
<b>Expenditures per pupil from unrestricted sources</b>	\$5,204
<b>Annual average teacher salary</b>	\$69,857



## 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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