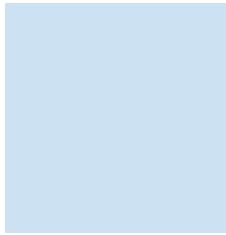


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Gidley School

"Once a Trojan Always a Trojan."

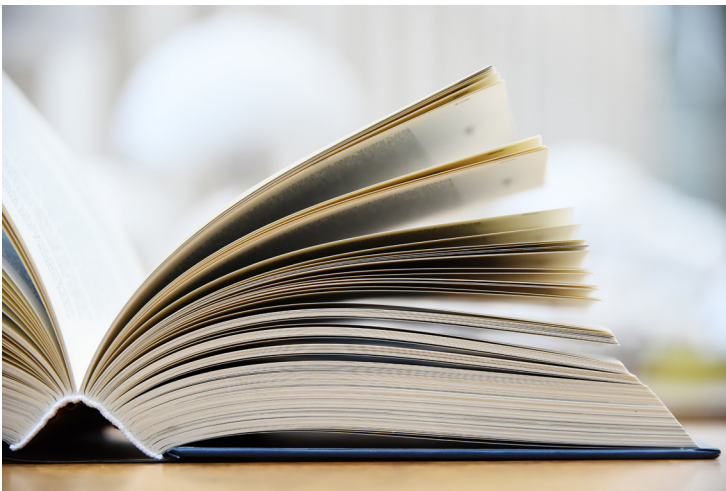
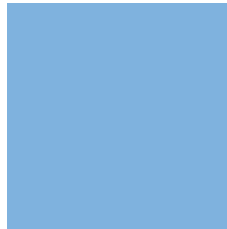
Grades K-8
CDS Code 19-64501-6013197

Alba Zamora-Day
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El Monte City School District

3540 North Lexington Avenue El Monte, CA 91731 ▪ web.emcsd.org

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



Principal's Message

The staff of Gidley School is committed to doing all it takes to ensure that all our students achieve academic success. We understand that each child's success is dependent upon everyone at our school working together with a common instructional focus and appropriate support to ensure success for every child. For this reason, we continue working and planning collegially through our Professional Learning Communities teams, which focus on improving student learning and providing enrichment challenges for our students who are at and above grade level. We rely on assessment results with an emphasis on using data, such as Lexile levels and benchmark assessments, as well as curriculum assessment data to gauge student learning and progress. The analyses of these assessments are used to plan instruction for our students. Likewise, our instructional support staff is fully involved in classrooms, and they work diligently to support our teachers and our students. Our support staff, custodial and office staff do their part to support student learning by making sure our campus is clean, our records are up-to-date, and our children have a safe and secure learning environment.

We realize that our students will be successful by differentiating our instruction. We have revised our Response to Intervention (RTI) model and have incorporated an inclusion model to serve our students. Students in need receive support beginning with Tier I interventions; as students are monitored, we adjust their intervention level in order to best support them in achieving academic success.

In order to support our intensive learners, Gidley implements research-based support programs for reading within the new state-adopted English language arts (ELA) program.

In the area of math, we implement Common Core math as well as provide a "study skills" math period for our strategic learners who require additional math time to develop competency at seventh and eighth grade. These programs are used as Tier II interventions for our intensive learners. For our benchmark and advanced students, we have accelerated classes, including Integrated Math in order to support them in continuing to be challenged throughout their school day. Our Scholastic Reading Counts program contains incentives that challenge our students to improve and extend their reading levels. We also offer Science Olympiad, Navy SeaPerch program and mock trial as after-school enrichment programs for our benchmark students who wish to participate. Our district provides a Gifted and Talented Education pull-out program to supplement these students' curriculum.

Our intensive and strategic learners are provided with Tier II interventions, such as reteach lessons before school or after school, extended learning opportunities, and study skills classes while remaining in our core adopted curriculum. Our proficient and advanced learners are in standards-aligned instruction, using district-adopted materials, in addition to the programs described above. Our students are provided with extended enrichment in language arts, and our advanced math students are accelerated in their learning. An example of this is that we have a group of eighth graders who take Integrated II at our local high school. Student schedules are flexible to allow for differentiated instructional programs. As intensive learners and strategic learners acquire needed skills and concepts and close their learning gap, they are moved to benchmark programs. They exit interventions with the skills needed to access grade-level material. Our students with identified needs are part of our Student Assistance in Learning (SAIL) program. We have one teacher and instructional support staff who work in partnership with our regular education teachers to implement the Individualized Education Plans (IEPs) of our SAIL students in the least restrictive learning environments.

Our students also have the opportunity to enroll in our ASPIRE Program, which is an after-school homework-assistance program that also offers enrichment and remediation services. We also offer our students opportunities to demonstrate their knowledge and extend their learning through participation on our Science Olympiad team, school choir, band, student leadership team and AVID (Advancement Via Individual Determination) program, SeaPerch, Photography Club, Running Club, Earth Club and Computer Lab.

Our students are provided with a comprehensive instructional program from grades K-8 in an environment where teachers communicate with each other, share effective strategies and closely monitor student progress. In addition, we implement Leader in Me, 7 Habits schoolwide in order to teach our students how to work together, show courtesy and model good citizenship skills so that our playground and classrooms are welcoming and safe for all our students.

Parental Involvement

Parent-involvement opportunities include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- Eighth Grade Parent Committee
- Classroom volunteers
- Chaperones for field trips and special activities
- Parent trainings in Spanish and English, in collaboration with EMCS
- District English Learner Advisory Committee (DELAC)
- Key Communicators

Parents annually help monitor and revise the implementation of our School Improvement Plan, Parent Involvement Policy, Title I Student-Parent-Teacher-Principal Compact, services to English learner (EL) students, school budget and more. For more information on how to become involved at the school, please contact Principal Alba Zamora-Day at (626) 575-2323.



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 Board

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



School Mission Statement

To empower student leaders through academics, respect, teamwork, and service to others.

School Vision Statement

Our goal is to educate all students, allowing them to be lifelong learners and to develop skills, knowledge and attitudes so they can be productive and fulfilled individuals, enabling them to succeed ethically in a society and their community.



School Safety

We believe that a safe and clean school supports student achievement. Every morning, our head custodian walks the campus looking for unsafe conditions, trash and vandalism or graffiti. Our goal is to rectify any problems that may be encountered prior to students' arrival on campus.

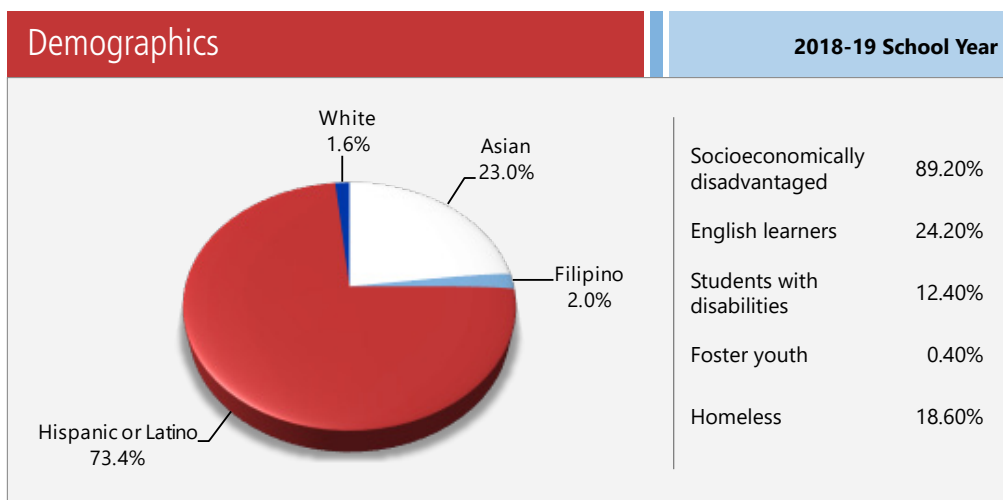
At Gidley School, safety is a top priority. All staff members are trained and participate in monthly emergency drills. Our school safety plan was updated in August of 2019 and is revised annually through the site safety committee. Key elements of our plan include the implementation of a Standardized Emergency Management System, evacuation routes, and emergency procedures and response. A copy of the school safety plan is available for review in the school office. In addition, staff immediately reports any unsafe conditions or situations and needed repairs. Our district responds promptly and makes all necessary repairs in a timely manner. Suspension and expulsion policy is followed in accordance to Education Code and district policy.

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.

Enrollment by Student Group

The total enrollment at the school was 500 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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

"Our students are provided with extended enrichment in language arts, and our advanced math students are accelerated in their learning."



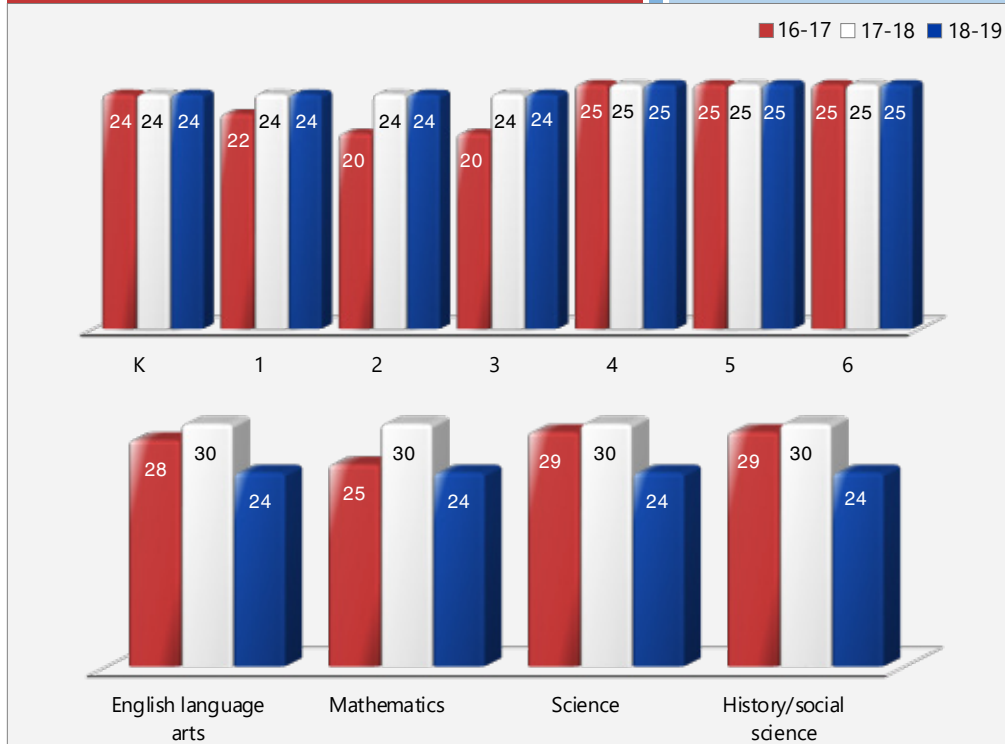


Class Size Distribution

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

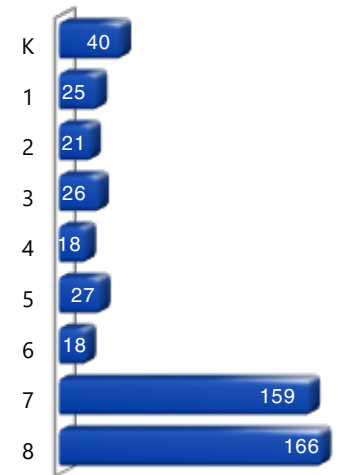
Three-Year Data



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



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

Gidley School

	16-17	17-18	18-19
Suspension rates	1.8%	1.6%	0.8%
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%

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		1			1			1	
1		1			1			1	
2		1			1			1	
3		1			1			1	
4		1			1		1		
5		1			1		1		
6		1			1			1	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts		13			12		7	5	
Mathematics		12			12		6	6	
Science		12			12		2	9	
History/social science		12			12		4	8	



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	
	Gidley 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	
	Gidley School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	56%	63%	51%	51%	50%	51%
Mathematics	36%	44%	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.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Gidley School	
		Grade 5	Grade 7
Four of six standards		19.2%	15.0%
Five of six standards		26.9%	22.9%
Six of six standards		19.2%	18.3%

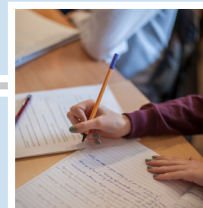
California Assessment of Student Performance and Progress (CAASPP)

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 3–8.

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	376	368	97.87%	2.13%	62.50%
Male	189	185	97.88%	2.12%	58.92%
Female	187	183	97.86%	2.14%	66.12%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	91	88	96.70%	3.30%	84.09%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	273	268	98.17%	1.83%	55.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	349	341	97.71%	2.29%	60.12%
English learners	137	129	94.16%	5.84%	42.64%
Students with disabilities	34	34	100.00%	0.00%	14.71%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	70	66	94.29%	5.71%	53.03%

❖ 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.

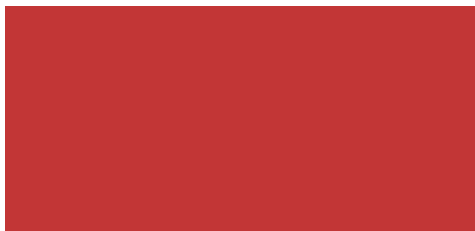
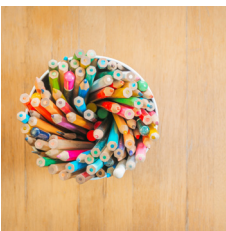




CAASPP Results by Student Group: Mathematics (grades 3-8)

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	376	376	100.00%	0.00%	44.41%
Male	189	189	100.00%	0.00%	45.50%
Female	187	187	100.00%	0.00%	43.32%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	91	91	100.00%	0.00%	78.02%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	273	273	100.00%	0.00%	32.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	349	349	100.00%	0.00%	41.83%
English learners	137	137	100.00%	0.00%	32.12%
Students with disabilities	34	34	100.00%	0.00%	11.76%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	70	70	100.00%	0.00%	38.57%

❖ 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, EMCS 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

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
Gidley School		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%

Currency of Textbooks

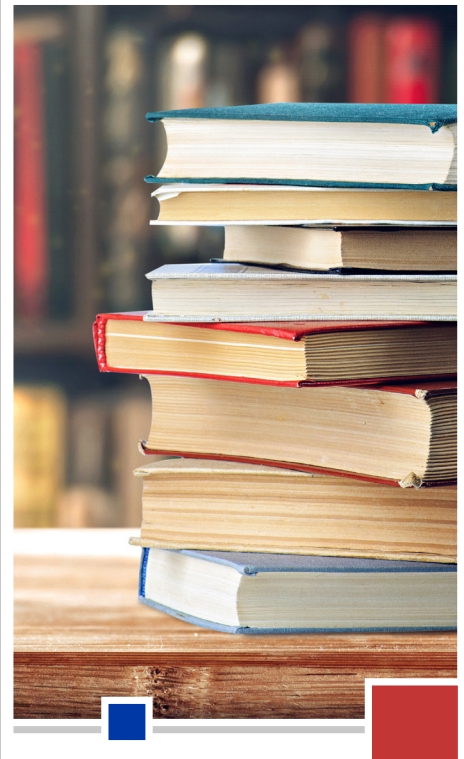
This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/9/2019

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



"We understand that each child's success is dependent upon everyone at our school working together with a common instructional focus and appropriate support to ensure success for every child."



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
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		Good
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		9/5/2019
Date of the most recent completion of the inspection form		9/5/2019



School Facilities

Built in 1948, Charles E. Gidley School is a K-8 school on the north end of El Monte. The facility houses 32 classrooms; two computer labs; a science lab; library; consumer education lab; cafeteria; a separate fitness lab building and playgrounds for all students with space dedicated to each age group. Gidley also has a full preschool and Head Start program; one class serves our population of 3-and-a-half to 4-year-old children.

Our parents are fully involved in our preschool and Head Start, and the program yields positive results. New construction during the 2001-02 and 2002-03 school years added security lighting, upgraded intercom speakers and fire-alarm systems. Additional construction to bring the existing buildings up to Americans with Disabilities Act (ADA) requirements was completed in the summer of 2004. Security cameras were added in the fall of 2015.

The library houses an extensive collection of more than 15,000 books, periodicals and other reference materials. Four computers with internet access are available throughout the day for student use in each classroom. Printed materials are barcoded and electronically checked out. The library has been updated to provide Lexile levels for all books, allowing students to access reading materials at their appropriate instructional level. In addition, our library houses checkout materials for staff development and professional growth. Our library also houses materials parents can check out.

Computers are available in each classroom with internet access. Students have regular access to the two computer labs and each classroom in grades 3-8 have a Chromebook portable lab for instruction and research.

Gidley School has 2.5 full-time equivalent (FTE) custodians. We have a full-time day custodian and 1.5 FTE evening custodians. Our day custodian ensures that our grounds are clean each morning. He arrives at 5:30 a.m. and completes a grounds check first. Throughout the day, he is engaged in minor repairs, maintaining restrooms, and cleaning our cafeteria after each break and lunch group. He completes supply refills, manages our light fixtures, prepares our cafeteria for assemblies and assigns our evening custodian duties. Our evening custodian cleans the cafeteria, kitchen, all student and staff bathrooms, as well as the office and staff lounge. Outdoor drinking fountains are cleaned daily as well.

Our school is divided in half, and each custodian is assigned classrooms. As part of their responsibilities for classrooms, evening custodians empty trash and clean sinks daily, and sweep and mop or vacuum on alternate days. As time allows, custodians also assist teachers with moving furniture, minor repairs, etc. District maintenance staff is available to help repair and maintain the school.

Continued on sidebar



School Facilities

Continued from left

Gidley maintains a closed campus. All gates are closed and locked during the school day. New fencing and signs direct visitors to enter through the front office, the only unlocked gate on campus. Visitors must sign in and wear an ID badge while they are on campus. All staff members wear ID badges at all times.

Four duty supervisors begin daily supervision from early morning to afternoon. Instructional assistants and teachers cover supervision duties before and after school.

Many of the staff members have completed CPR and first-aid training. The school exercises a zero-tolerance policy on violence and drugs.

As stated above, we added a grades 7-8 fitness lab building. It houses a variety of new exercise equipment. Our seventh- and eighth-grade teachers incorporated these machines into their physical-education curriculum during the 2013-14 school year. This purchase of the exercise equipment was funded through school and library grant funds and other site funds. With this enrichment of our physical-education resources, we will pursue recognition through the Healthy Alliance. Our school received Gold level recognition.

In the summer of 2015, all one-level classrooms were painted, and the two-story building was painted the previous summer.





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		
	El Monte City SD	Gidley School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	28	29	27
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		
		Gidley 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



"The staff of Gidley School is committed to doing all it takes to ensure that all our students achieve academic success."

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



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)	1.0
Psychologist	1.0
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. 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
	El Monte City SD	Similar Sized District
Beginning teacher salary	\$49,761	\$45,741
Midrange teacher salary	\$82,647	\$81,840
Highest teacher salary	\$102,998	\$102,065
Average elementary school principal salary	\$128,179	\$129,221
Superintendent salary	\$222,018	\$224,581
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	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
Gidley School	\$4,887	\$81,320
El Monte City SD	\$4,767	\$88,846
California	\$7,507	\$82,663
School and district: percentage difference	+2.5%	-8.5%
School and California: percentage difference	-34.9%	-1.6%

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	
Total expenditures per pupil	\$7,383
Expenditures per pupil from restricted sources	\$2,496
Expenditures per pupil from unrestricted sources	\$4,887
Annual average teacher salary	\$81,320



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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