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

Cortada School
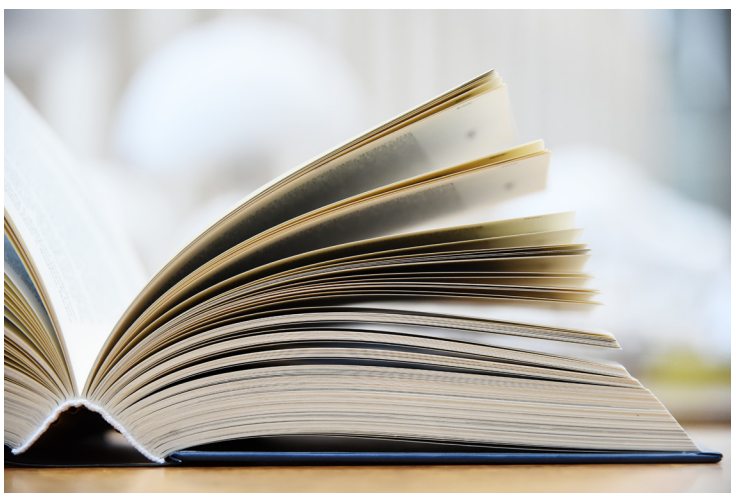
"Learners Today, Leaders Tomorrow "

Grades K-6
CDS Code 19-64501-6013163

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Para español, visita web.emcsd.org

El Monte City School District

Principal's Message

This edition of the School Accountability Report Card (SARC) highlights Cortada School for the 2018-19 school year. The SARC provides us with the opportunity to share the progress of our educational programs. It is a tremendous privilege to welcome you to Cortada, where staff and parents work together to help all children achieve academic success in an environment that engages all students. Our educational program focuses on providing challenging curriculum, based on the California Common Core State Standards. We are proud of the many successes that take place each and every day at our school. We have many students who are recognized with deserving honors and awards. Our motto is: "Learners Today, Leaders Tomorrow."

Our mission is to create a community of outstanding leaders and lifelong learners working together toward success.

Our vision is to create an engaged, energized, welcoming and safe environment. We also strive to make purposeful use of time throughout the school day. We will ensure quality teaching in every classroom and every day. The staff will engage in professional collaboration and articulation. Communication will be ongoing and involve goal setting among the staff and with both students and parents.

The Leader in Me process continues to be implemented at Cortada. Students are learning how to utilize the 7 Habits of Highly Effective Kids not only at school but at home. Students are learning how to use their leadership talents and to find their voice. We had our second Leadership Day in May to show case the outstanding job our students and school community are embracing the Leader in Me process. We are proud of the Cortada Community.

As a Professional Learning Community, the Cortada staff understands that we must do whatever it takes, and we are committed to improving. We are convinced that every student can and will achieve grade-level standards and above. The staff continues to meet as data teams to analyze assessment data, create common formative assessments, plan interventions and create reteaching opportunities for students not yet meeting grade-level standards.

Our focus on continuous improvement for all students remains strong. The staff continues to analyze data to assess student growth. This past year I-Ready Diagnostic results were used to plan instructions.

During the 2018-19 school year, the District continues to focus its professional development based on the needs of the teachers. CGI training was provided for teachers to assist teachers in using effective strategies to help students in math. In addition, the Cortada staff continues to work hard toward improving student achievement of Hispanic students, economically disadvantaged students, and English-language learners in both English language arts (ELA) and math.

Cortada continues to have the arts part of our school program. Our music teacher taught our students how to read music, how to play instruments and learn new songs. Our Cortada students performed the play, The Jungle Book, which was directed by two Cortada teachers. Staff and parents worked together to prepare backdrops and make costumes. Arts supplies were purchased to allow teachers to implement art lessons and in April we had our student art show and auction. Students' art was displayed and sold as a fundraiser. We had a fantastic time and many of the art pieces were sold.

Everyone at Cortada recognizes the tremendous work parents and students do on a daily basis. We are committed to serving the community and welcome any questions and comments. We would love to hear from you.

Parental Involvement

Family support is an essential part of the educational process. We respect and encourage partnerships between home and school. We believe it must involve the sustained mutual collaboration and participation of school personnel and families in activities both at home and school to positively affect the success of children's learning and progress in school.

Parents are kept informed through monthly calendars, parent meetings, notices, Connect Ed, our marquee and parent bulletins. Parents had the opportunity to attend workshops offered by the district and community outreach programs. Parents are encouraged to participate as members on the English Language Advisory Council (ELAC), Key Communicators and School Site Council (SSC). Parents are welcome to help in the classrooms; volunteer during book fairs; attend study trips; and participate in other schoolwide events, fundraisers and recognitions. Parents are invited to attend school activities and assemblies. This past year, parents were recognized at the district level and at our school site.

We have a community liaison that assists parents with resources, getting parents involved at school, and scheduling parent workshops that are on different topics but are appropriate for parents of elementary schoolchildren. To further enhance our parental engagement, this year, our community liaison is having a Parent Engagement and Self-Advocacy (PESA) class for our parents. Our community liaison is located in room 27.

For more information on how to become involved at the school, please contact Principal Brenda Ruiz at (626) 575-2391 or bruiz@emcsd.org, or contact Nora Torres, community liaison, at (626) 575-2391 or ntorres@emcsd.org.

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
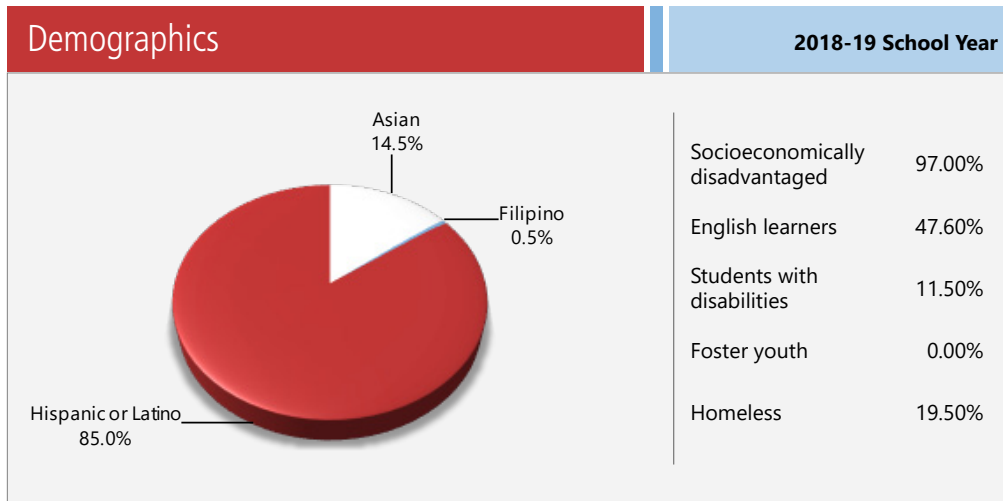
Julia Ruedas, Clerk

Lisette Mendez, Member

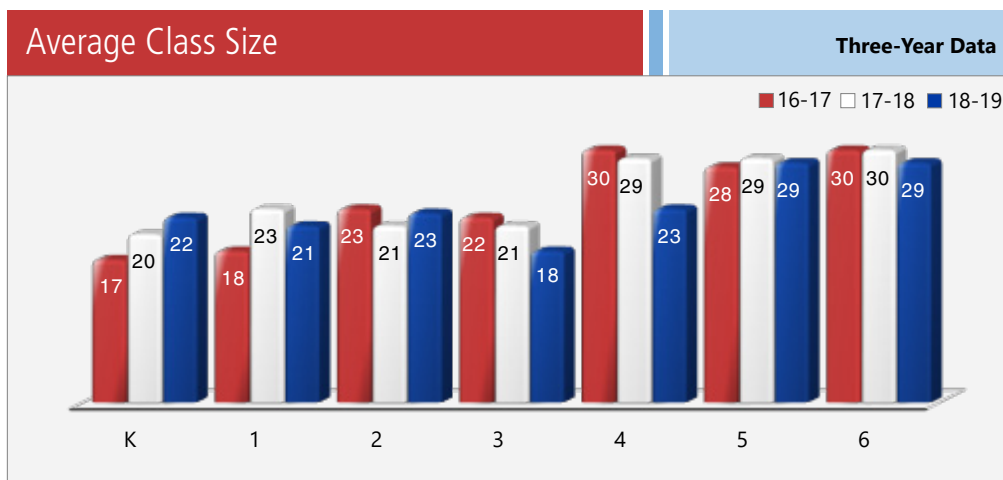David Siegrist, LACSTA Representative

Enrollment by Student Group

The total enrollment at the school was 401 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

	2018-19 School Year

Asian 14.5%
Filipino 0.5%
Hispanic or Latino 85.0%

Socioeconomically disadvantaged	97.00%
English learners	47.60%
Students with disabilities	11.50%
Foster youth	0.00%
Homeless	19.50%

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

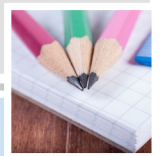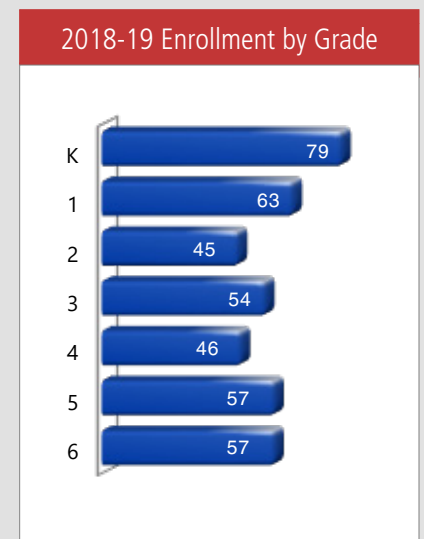| Grade	Students
K	79
1	63
2	45
3	54
4	46
5	57
6	57

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

■ 16-17 □ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	17	20	22
1	18	23	21
2	23	21	23
3	22	21	18
4	30	29	23
5	28	29	29
6	30	30	29

Number of Classrooms by Size

	Three-Year Data

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

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

Cortada School			
	16-17	17-18	18-19
Suspension rates	0.2%	0.0%	0.2%
Expulsion rates	0.0%	0.0%	0.0%
El Monte City SD			
	16-17	17-18	18-19
Suspension rates	1.4%	1.2%	0.5%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Cortada 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	
	Cortada School		El Monte City SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	40%	41%	51%	51%	50%	51%
Mathematics	28%	25%	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	Cortada School
	Grade 5
Four of six standards	15.0%
Five of six standards	23.3%
Six of six standards	11.7%

✧ 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.
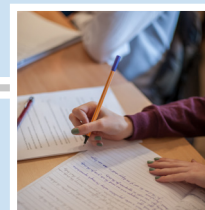
CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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

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

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	217	211	97.24%	2.76%	41.23%
Male	113	109	96.46%	3.54%	37.61%
Female	104	102	98.08%	1.92%	45.10%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	35	30	85.71%	14.29%	63.33%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	180	179	99.44%	0.56%	37.99%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	213	207	97.18%	2.82%	41.55%
English learners	150	144	96.00%	4.00%	38.19%
Students with disabilities	32	32	100.00%	0.00%	3.13%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	43	42	97.67%	2.33%	45.24%

❖ 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	217	217	100.00%	0.00%	25.35%
Male	113	113	100.00%	0.00%	24.78%
Female	104	104	100.00%	0.00%	25.96%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	35	35	100.00%	0.00%	48.57%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	180	180	100.00%	0.00%	21.11%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	213	213	100.00%	0.00%	25.35%
English learners	150	150	100.00%	0.00%	22.00%
Students with disabilities	32	32	100.00%	0.00%	6.25%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	43	43	100.00%	0.00%	23.26%

❖ 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.
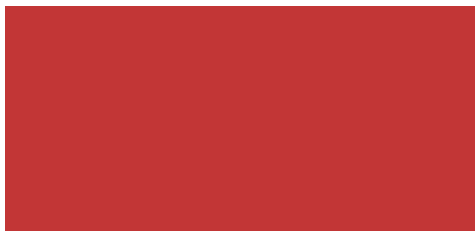
Textbooks and Instructional Materials

Textbooks are selected through a district process involving a task force of teachers, administrators, EMCSD 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	Math Expressions, Houghton Mifflin (K-5)	2015
Mathematics	Go Math!, Houghton Mifflin Harcourt (6-8)	2015
Science	California Science, Pearson Scott Foresman (K-5)	2007
Science	California Science, Earth, Life, Physical Science; Holt, Rinehart and Winston (6-8)	2007
History/social science	My World, Pearson (K-5)	2018
History/social science	Impact, McGraw-Hill (6-8)	2018

School Safety

Our district and school mission and vision statements place the physical, emotional and psychological safety and well-being of our students and staff among our highest priorities. The Comprehensive School Safety Plan (required by Senate Bill 187 of 1997) established an annual review of emergency-response procedures and safety issues related to maintaining a safe and orderly campus. This included but was not limited to the following areas: goals and objectives; assessment of school crime; child-abuse reporting; disaster procedures; routines and emergencies; policies related to suspensions and expulsions; notification to teachers pursuant to Education Code, Section 49079; sexual harassment; provision of a schoolwide dress code; safe ingress and egress; safe and orderly environment; rules and procedures; and public meetings.

In addition to the Comprehensive School Safety Plan, the School Handbook outlines many of these related issues. The handbook is distributed to every student at the beginning of the year, and school assemblies are held to review safety procedures with students. Disaster drills are calendared and held within classrooms, as well as schoolwide mock drills.

Similar to other school campuses, Cortada is a closed campus during school hours. Staff, maintenance and all construction workers are required to wear ID tags. Visitors are required to check in at the school office and receive a visitor's pass.

The staff at Cortada School strives to provide a safe, clean, healthy and disciplined environment for students, parents and staff. We believe that this positive attitude allows teachers to effectively teach and students to actively learn.

Certificated and classified school personnel supervise students as part of their professional responsibilities before school, during recess and lunch, and at dismissal.

The School Safety Plan was last reviewed, updated and discussed with the school faculty in October 2019; portions of the plan are readdressed throughout each school year as practice drills and training occur.

⬦ 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	⬦

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

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

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

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
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	8/15/2019
Date of the most recent completion of the inspection form	8/15/2019

School Facilities

Cortada School was built in 1963. Currently, there are 19 classrooms used as self-contained TK-6 classrooms, three of which are utilized for extended kindergarten and one as a transitional kindergarten classroom. Five additional rooms are designated for the library, computer labs, and specialized academic instruction (SAI) and speech and language classrooms. The after-school program ASPIRE (Project Learn), parents, the outreach consultants and counselors have access to rooms for their programs. The school office, principal's office, staff lounge, multipurpose room (cafeteria), kitchen, nurse's office, workroom and supply room are in the main building.

Internet access is available in all classrooms, with additional data drops for increased accessibility.. We have two computer labs; each lab houses 32 desktop computers. The two computer labs and the library have easy access between the three classrooms, since the walls were opened up for this purpose. We have a digital marquee that allows us to communicate with our parents and community about school events and reminders.

Flat-screen televisions are available in each classroom to support learning in every classroom, along with laptops, document cameras and video-projection systems. The multipurpose room has a built-in sound system and projector. Classrooms for grades 2-6 have Chromebook carts and a Chromebook for each student. Grades TK-2 have a workstation of five desktop computers and grades K-1 have a workstation of five iPads.

The school library is staffed by a classified employee and is open during school hours. There are approximately 16,000 books in the school library collection, including reference books. An automated library catalog and circulation system is available in the school library. Library services include reference assistance to students and teachers, access to video, and DVD collections and internet access. For the 2019-20 school year, $4,000 has been set aside to purchase new books for the library. A Spacemaker Wall for students to use with Legos was added to the library. Grade level sets of Legos for Robotics have been purchased for TK-6 grade.

Our custodial staff and School Safety Committee work diligently throughout the year to maintain a safe, positive climate for learning and remain proactive about safety issues. During school hours and during our after-school program, ASPIRE, all gates are locked. Supervision is provided during all recesses by our noon supervisors. Early morning hours are spent addressing any cases of graffiti or vandalism that may occur during evenings or weekends. Cortada maintains two full-time custodians. Vacation breaks are utilized to do heavy-duty cleaning in classrooms, the office building and multipurpose room.

We have security cameras throughout the campus and two TV monitors in the front office to view the camera screens. We have LED lights throughout the campus.

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.

Types of Services Funded

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

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

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	El Monte City SD	Cortada School		
Teachers	19-20	17-18	18-19	19-20
With a full credential	373	19	19	19
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		
	Cortada 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

"Our mission is to create a community of outstanding leaders and lifelong learners working together toward 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	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.50
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.00

✧ Not applicable.

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**
Cortada School	$4,680	$91,796
El Monte City SD	$4,767	$88,846
California	$7,507	$82,663
School and district: percentage difference	-1.8%	+3.3%
School and California: percentage difference	-37.7%	+11.0%

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	$7,717
Expenditures per pupil from restricted sources	$3,037
Expenditures per pupil from unrestricted sources	$4,680
Annual average teacher salary	$91,796
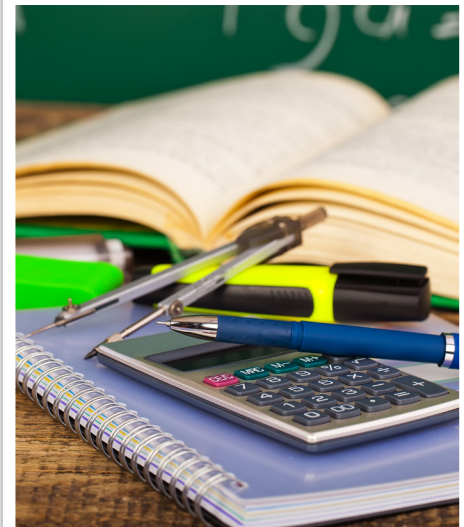
Expenditures Per Pupil

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.

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 Accountability Report Card

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