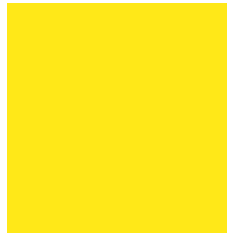
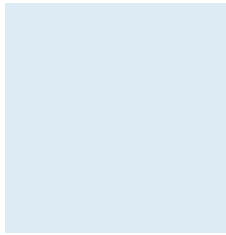


SARC School Accountability Report Card 2018-19

Published in 2019-20



Los Medanos Elementary School

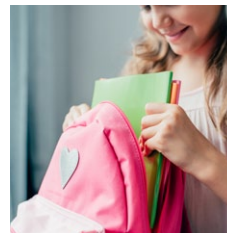
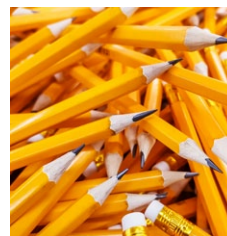
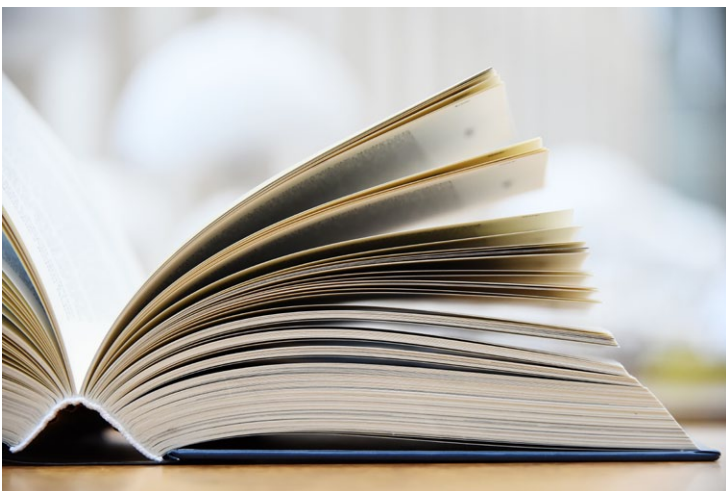
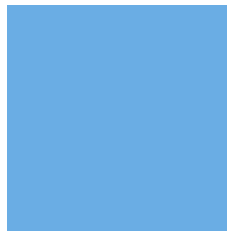
Grades K-5
CDS Code 07-61788-6004543

Milagros Estrada
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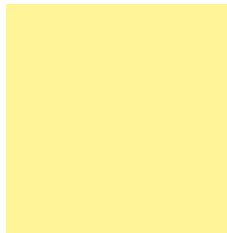
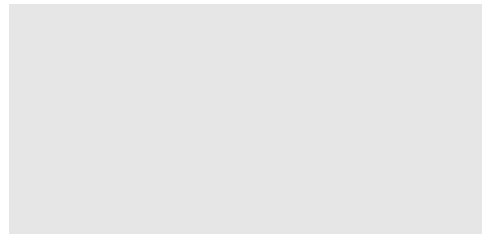
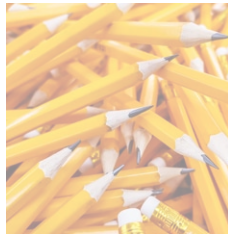
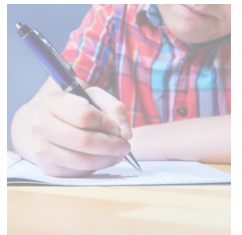
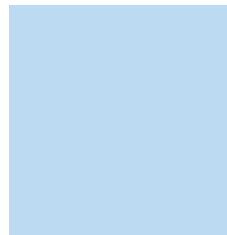
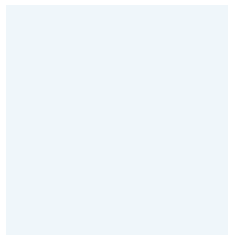
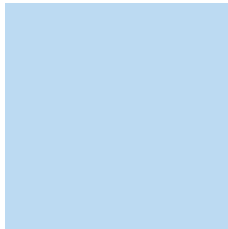
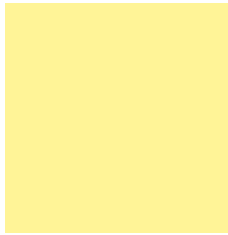
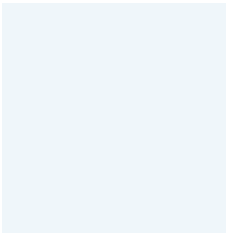
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Pittsburg Unified School District

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Janet Schulze, Superintendent ▪ jschulze@pittsburg.k12.ca.us ▪ (925) 473-2300





Principal's Message

The entire staff at Los Medanos Elementary (LME) School is dedicated and committed to creating a safe and caring environment where all students are provided a challenging, standards-based curriculum that not only teaches a variety of skills, but also validates the culture of our students as they grow mentally, physically and socially. The staff also values understanding our differences and commonalities in the areas of our ethnicity, religion, gender, ability and socioeconomic diversity. Students at Los Medanos are expected to meet or exceed the state academic standards in all curriculum areas. Students are provided the opportunity to participate in band, choir, noncompetitive sports and extended-day intervention.

Our goal is to raise student performance to a proficient or advanced level of achievement and to teach students how to become lifelong learners who enrich our community by his or her presence. We provide an environment where sharing, caring, laughing, questioning and taking risks are encouraged. It is important that we develop a strong partnership between home and school to assist each student in achieving his or her highest ability. Los Medanos is an award-winning school as the recipient of the Title I Academic Achievement Award in 2006, 2007 and 2012; named a California Honor Roll School for 2006, 2015 and 2016; and recognized as a California Distinguished School in 2012. Based on California Assessment of Student Performance and Progress (CAASPP) results, we continue to be the highest performing elementary school within the district. Our expectation is that it will increase after our current year's testing. Our goal for the 2019-20 school year is to increase students' CAASPP scores by 3 points closer to standard in both English language arts (ELA) and math as reported by the California Dashboard. We are committed to leading our students to academic proficiency.

School Mission Statement

The staff at Los Medanos Elementary will provide our scholars with a rigorous educational experience and social emotional support to become successful now and in the future.

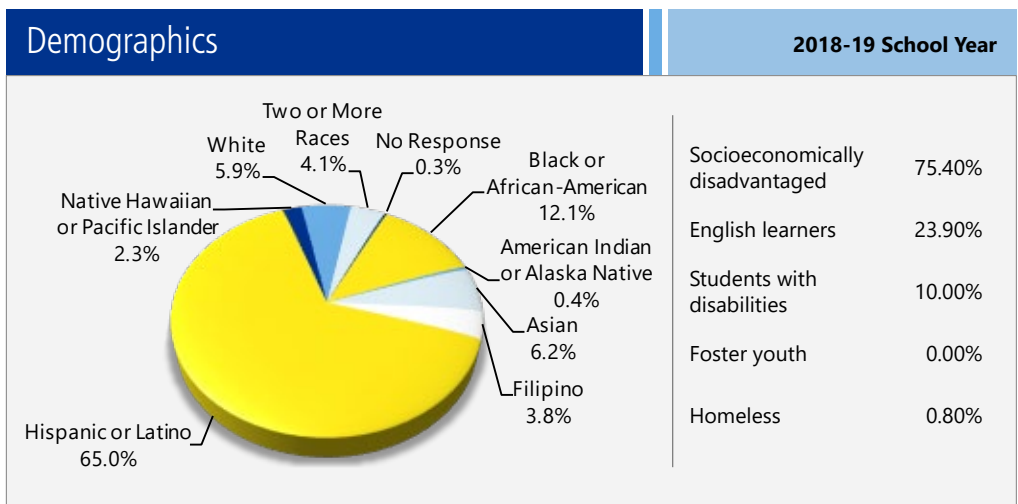
All scholars are taught to master grade level Common Core State Standards including English language arts (ELA), math, science, social studies, physical education and music. This empowers all scholars to be college or career ready with critical thinking and problem solving skills. Scholars' academics will be measured through state, district and site-specific created assessments. In order to meet the needs of our scholars, we provide ongoing interventions before, during and after school hours.

All staff will provide a safe, supportive and respectful environment which will foster scholar personal responsibility. This will enable them to become contributing and thoughtful members of society. We implement this by setting high expectations for classroom and school rules and procedures, communicating with parents, social emotional programs and the outside community. This is measured by behavior and attendance data, social/emotional surveys and practices. Staff provides specific interventions to meet the scholar's social and emotional needs—specifically parent communication, Coordination of Services Team (COST) referral process to analyze data, and community resources (Lincoln Center, School Psychologist, Scholar Services, etc.)

We are strongly committed to provide a positive climate in which all scholars will reach their fullest potential, as they represent the LME model where We Expect the Best!

Enrollment by Student Group

The total enrollment at the school was 711 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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

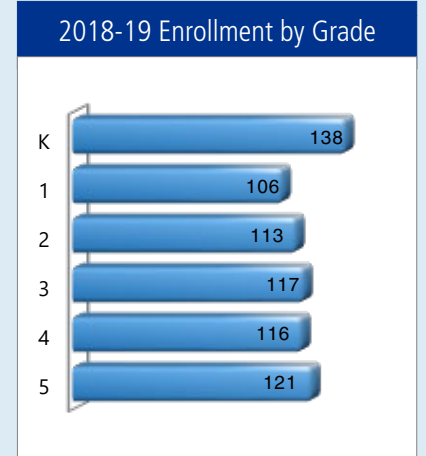
It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

- Mr. Duane Smith, president
- Mr. George Miller, vice president
- Dr. Laura Canciamilla, trustee
- Mr. Joseph Arenivar, trustee
- Mr. De'Shawn Woolridge, trustee

Enrollment by Grade

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



Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit “highly qualified” and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

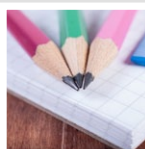
- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

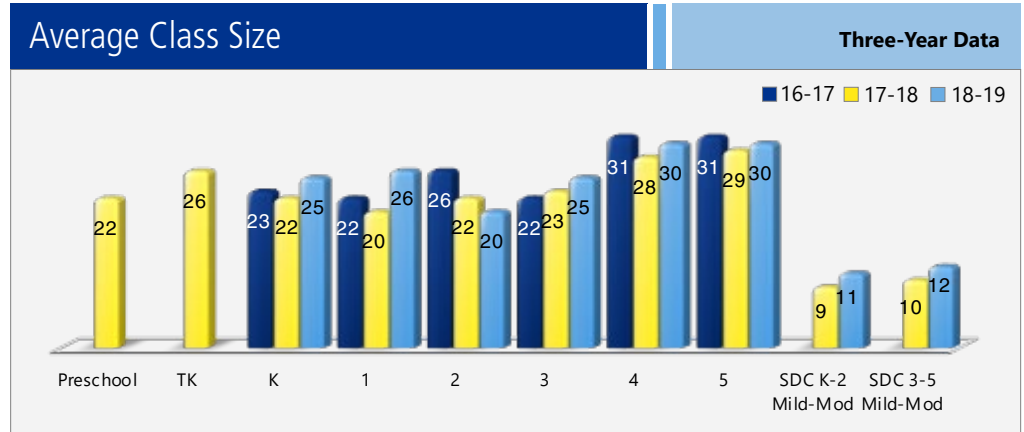
6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students’ academic and personal growth
- Board and superintendent and staff communication



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.



Grade	Three-Year Data								
	2016-17			2017-18			2018-19		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
Preschool				1					
TK				1					
K		5		1	4		1	4	
1		5		3	2			5	
2		5			5		5		
3		5			5			5	
4		4			4			4	
5		4			4			4	
SDC K-2 Mild-Mod				1			1		
SDC 3-5 Mild-Mod				1			1		

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.

	Three-Year Data								
	Los Medanos ES			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	1.7%	2.0%	2.5%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	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	
	Los Medanos ES		Pittsburg USD		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	
	Los Medanos ES		Pittsburg USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	51%	55%	34%	35%	50%	51%
Mathematics	42%	44%	20%	21%	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		Los Medanos ES
		Grade 5
Four of six standards		23.2%
Five of six standards		13.6%
Six of six standards		4.0%

◇ Not applicable.

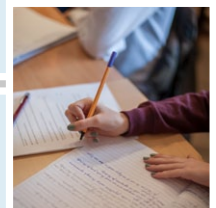
California Assessment of Student Performance and Progress (CAASPP)

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 3-5.

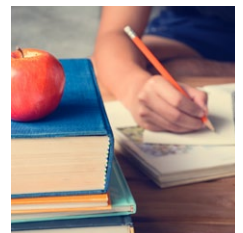
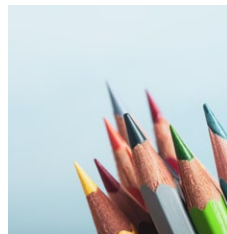
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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	359	349	97.21%	2.79%	54.73%
Male	181	174	96.13%	3.87%	49.43%
Female	178	175	98.31%	1.69%	60.00%
Black or African-American	41	40	97.56%	2.44%	35.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	19	90.48%	9.52%	68.42%
Filipino	13	13	100.00%	0.00%	92.31%
Hispanic or Latino	240	234	97.50%	2.50%	55.13%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	22	22	100.00%	0.00%	63.64%
Two or more races	13	12	92.31%	7.69%	50.00%
Socioeconomically disadvantaged	297	288	96.97%	3.03%	52.43%
English learners	176	169	96.02%	3.98%	57.99%
Students with disabilities	43	37	86.05%	13.95%	8.11%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
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.

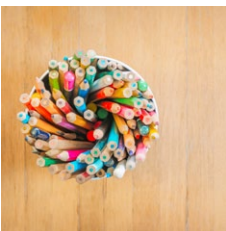




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	359	350	97.49%	2.51%	44.29%
Male	181	174	96.13%	3.87%	44.83%
Female	178	176	98.88%	1.12%	43.75%
Black or African-American	41	40	97.56%	2.44%	22.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	21	19	90.48%	9.52%	68.42%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	240	235	97.92%	2.08%	43.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	22	22	100.00%	0.00%	59.09%
Two or more races	13	12	92.31%	7.69%	33.33%
Socioeconomically disadvantaged	297	289	97.31%	2.69%	42.56%
English learners	176	170	96.59%	3.41%	43.53%
Students with disabilities	43	37	86.05%	13.95%	10.81%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
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%



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	9/11/2019

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.

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (K-5)	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	<i>California Science</i> , Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

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	

Where we expect the best!



Parental Involvement

A collaborative effort from parents, teachers, administrators and the community at large is required to ensure the educational success of every child. The district is a member of the National Network of Partnership Schools, which provides a foundation and process for engaging parental and community involvement in schools.

The parent and family liaison at Los Medanos works collaboratively with parents as she solicits their assistance with both ongoing activities, such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Booster Club, and one-time opportunities such as Back-to-School Night, open house, Family Science Night, Family Literacy Night, Family Math Night, our spring band and choir concerts, and our ethnic-heritage programs. Parents are encouraged to visit the school, volunteer in classrooms, chaperone field trips, and attend special programs designed to increase the level of parental and community engagement with our school. For more information on how to become involved, please contact Silvia Salcedo, our parent and family liaison, at (925) 473-4658.



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	Exemplary	
Date of the most recent school site inspection	4/17/2019	
Date of the most recent completion of the inspection form	4/17/2019	



Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

School Facilities

Built in 1963, Los Medanos has a strong commitment to providing a positive climate for learning in which all students can reach their fullest potential in academics and attitudes. Los Medanos has a total of 17 classrooms and 13 portables, which are sufficient for our school population. There are also 5 rooms designated for special education resource, Lincoln Center services, computer lab, and speech/OT.

Our school also has a multipurpose room (cafeteria/assemblies), a computer lab, a well-equipped library, media room, and a playground area for kinder/lower/upper grades.

Our school provides a safe, clean and functional environment for learning through proper maintenance of facilities and campus supervised by our custodians, district maintenance teams and supervisory staff.

Work orders are placed through a centralized system that allows maintenance to take action to make repairs or assist as needed to maintain proper functioning facilities. There is also a rotation of weekly gardeners throughout the district who sustain the grounds at each school site.

District funds and site categorical funds are used to provide seven on-duty staff members who supervise students during recess on a rotational basis. Teachers provide rotational coverage before and after school and during the morning recess.

Two full-time custodians and one part-time custodian are responsible for maintaining the cleanliness and upkeep of the physical facilities. Their services are provided from early morning to late night each day. Rotating gardeners are present one day each week to clean the grounds of the school.

The playground consists of one separate area for kindergarten, a large paved area, and a grass and field area. The library is accessible to individuals with disabilities and has internet access on the five computers. There are approximately 10,000 books.



Home of the Mustangs!

School Safety

The Los Medanos Elementary school safety plan is reviewed annually and identifies emergency procedures and security protocols. Staff members have been given an opportunity to review the plan and become familiar with necessary responsibilities.

Students and staff members are prepared to respond to various emergencies through monthly drills and class discussions. The school safety plan addresses information regarding the physical, social and cultural aspects of the school environment.

In addition, the district has developed a Crisis Intervention Plan, activated in the event of an emergency. Support staff is available to provide targeted support in the event of a crisis. A copy of the plan is located in the main office, and emergency procedures are included in the district handbook and the school parent handbook.

Suspension and expulsion policy is included in our Comprehensive School safety Plan under education code 212.5.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 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	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	★
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.5
Psychologist	1.0
Social worker	0.0
Nurse	★
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0
★ 2 Lincoln Center Clinicians.	
★ 2 hours per day.	

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			
	Pittsburg USD	Los Medanos ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	500	33	35	33
Without a full credential	34	2	2	1
Teaching outside subject area of competence (with full credential)	6	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		
	Los Medanos ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	1
Total teacher misassignments	0	0	0
Vacant teacher positions	1	0	0

Professional Development

The Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Compensation is provided to teachers who attend professional development outside the workday.

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



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	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$50,299	\$51,374
Midrange teacher salary	\$75,114	\$80,151
Highest teacher salary	\$93,344	\$100,143
Average elementary school principal salary	\$114,293	\$126,896
Average middle school principal salary	\$120,555	\$133,668
Average high school principal salary	\$133,083	\$143,746
Superintendent salary	\$230,725	\$245,810
Teacher salaries: percentage of budget	33%	35%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

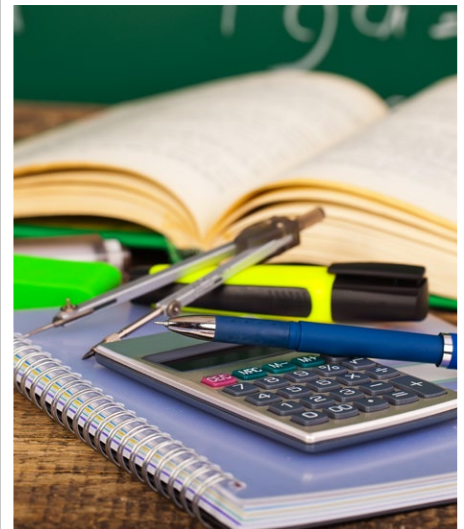
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Los Medanos ES	\$6,322	\$70,229
Pittsburg USD	\$9,272	\$72,942
California	\$7,507	\$82,031
School and district: percentage difference	-31.8%	-3.7%
School and California: percentage difference	-15.8%	-14.4%

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	\$7,309
Expenditures per pupil from restricted sources	\$987
Expenditures per pupil from unrestricted sources	\$6,322
Annual average teacher salary	\$70,229



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

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.