



Las Animas Elementary School

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Grades K-6
CDS Code 43-69484-6047328

Para español, visita
www.gusd.k12.ca.us

SARC

2016-17
School Accountability
Report Card

Published in 2017-18



Gilroy USD

Gilroy Unified School District ▪ 7810 Arroyo Circle ▪ Gilroy, CA 95020 ▪ www.gusd.k12.ca.us

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"Expecting all students to use their hearts and minds well"

Principal's Message

At Las Animas Elementary School, we implement research-based teaching strategies to meet the needs of our diverse learners. Our school population is very diverse. Diversity is our biggest and most important school strength. We have diverse learners and diverse programs that meet their needs. Our teachers meet the needs of all of our students through small- and large-group direct instruction. We participate in ongoing staff development—teachers training teachers and ongoing teacher collaboration to implement successful strategies. Overall, our students have maintained and increased their academic success! Our school further supports our students through before- and after-school intervention programs; differentiation in the classroom; all-day kindergarten; after-school enrichment club; after-school Gifted and Talented Education (GATE) program; after-school Las Animas Theater Arts program; after-school STEAM Club (science, technology, engineering, arts and mathematics); a dual-immersion program with Spanish and English instruction; and many evening family-fun events. In addition, we are integrating state-of-the-art technology, Student Responders and the use of Chromebooks and iPads. We integrate Whole Brain Teaching strategies to tap into the diverse learning styles of our students to make learning fun and comprehensible. Our parents are an integral part of our school. We implement Character Counts! as a schoolwide program to develop student character, and educate the whole child. Character Counts! is a way of life at Las Animas, integrated into everything we do.

Our parents are wonderful supporters of our school goals and classroom needs. They are very involved in coordinating field trips, overseeing our School Site Plan, coordinating schoolwide fundraisers, volunteering in our classrooms, serving on many committees, teaching art and science alongside with teachers, volunteering in our library, and creating fun after-school family functions. We are a team!

School Mission Statement

Through community-minded collaboration, our purpose is to create a consistent, nurturing and safe environment where we teach, inspire and challenge each student in order to build 21st century academic, social and ethical skills.

Parental Involvement

Parent involvement is very strong at Las Animas Elementary School. We are fortunate to have strong parent support in every aspect of our school.

Our School Site Council is made up of school staff and parents. The council oversees the School Site Plan and a significant part of the school budget. We also have an English Learner Advisory Committee (ELAC), where Spanish-speaking parents are invited to take an active role and be informed about what is happening in the school.

Participation in our Home and School Club is an important way that parents support the school and make an impact in our school culture and student learning. Parents also work directly with our teachers; assist Arts Alive and Science Alive; help with the library and fundraisers; and provide classroom teacher and student support. We offer family events like Harvest Fest, movie nights, family science nights, the school auction, field trips and school plays. Parents take an active role in all the events and meetings at our school.

For more information on how to become involved at the school, contact Home and School Club president Kim DeWitt at (669) 205-4500.

School Safety

Our school and grounds are very safe. We have a gated school that is closed during the instructional day. Parents and visitors must come in through the front office and sign in before going into the classrooms. We routinely go over playground safety rules with students. We have six schoolwide rules, which are the same as the classroom teacher rules, ensuring student understanding and compliance. These rules utilize Whole Brain Teaching strategies that are implemented schoolwide by all staff. One of the six is a no-bullying rule. We follow our district policy on suspensions and expulsions and abide by our district ratio of student-to-yard-duty supervisors for student safety.

We have monthly fire drills and earthquake drills to ensure students and staff know what to do in case of an emergency. We also participate in The Great California ShakeOut that helps prepare the staff for a big disaster. Staff members monitor our playground and campus before school, after school and during recess. We implement the Olweus Bullying Prevention Program at Las Animas. The Olweus Bullying Prevention Program, or OBPP for short, is the most researched and best-known bullying prevention program available today. Students also build their character through the Character Counts! pillars: respect, responsibility, caring, fairness, trustworthiness and citizenship. It is a great way for students to build skills that will help them interact positively with other people around them. Since implementation of the Olweus program in conjunction with our Character Counts! expectations, our suspensions have significantly decreased. Our students are safe and feel safe.

The school safety plan was last reviewed, updated and discussed with the school faculty December 2017.

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

Gilroy Unified School District will provide opportunities for all students to reach their highest academic and intellectual competencies and personal attributes to be lifelong learners, responsible citizens and productive members of society. This will be accomplished by having a clear focus on student needs; the staff, parents, and community members demonstrating high expectations for themselves and for every child served; and by continually improving the quality of teaching and learning.



Governing Board

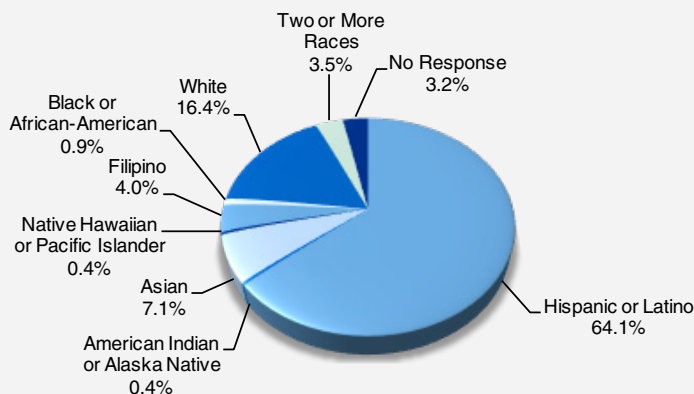
Heather Bass
Mark Good
Patricia Midtgaard
James Pace
Linda Piceno
Jaime Rosso
B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 749 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2016-17 School Year



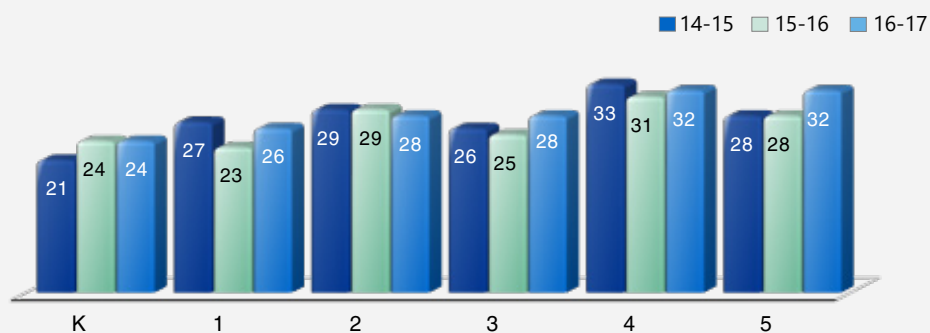
Socioeconomically disadvantaged	45.40%	English learners	35.00%	Students with disabilities	8.50%	Foster youth	0.00%
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Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

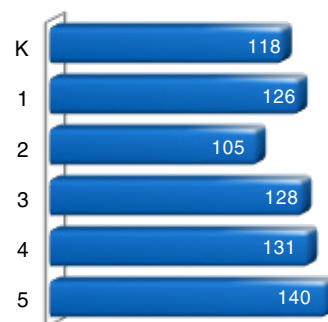
Three-Year Data

	2014-15			2015-16			2016-17		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	2	2			5		1	4	
1		4		1	3		1	3	
2		4			4		1	3	
3		5			5		2	4	
4		1	2		2	2	3	3	
5	1	3	1		4		2	3	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2016-17 school year.

2016-17 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

Las Animas ES			
	14-15	15-16	16-17
Suspension rates	0.3%	1.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Gilroy USD			
	14-15	15-16	16-17
Suspension rates	4.0%	3.3%	3.9%
Expulsion rates	0.2%	0.1%	0.1%
California			
	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The table shows the percentage of students scoring at proficient or advanced.

The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Las Animas ES		Gilroy USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	72%	61%	60%	56%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
	Las Animas ES		Gilroy USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	49%	49%	49%	49%	48%	48%
Mathematics	37%	47%	40%	42%	36%	37%



Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2017-18 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2016-17 school year and were "In PI" in 2016-17 will retain their same PI status and placement year for 2017-18. Schools and districts receiving Title I, Part A funding for the 2016-17 school year and either had a status of "Not in PI" for the 2016-17 school year or did not receive Title I, Part A funding in the 2015-16 school year will have a status of "Not in PI" for the 2017-18 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2017-18 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2017-18 School Year
	Las Animas ES	Gilroy USD
Program Improvement status	In PI	In PI
First year of Program Improvement	2010-2011	2010-2011
Year in Program Improvement	Year 3	Year 3
Number of schools currently in Program Improvement		10
Percentage of schools currently in Program Improvement		90.90%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 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 math 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/Literacy 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 and Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	397	395	99.50%	49.36%
Male	210	209	99.52%	45.19%
Female	187	186	99.47%	54.05%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	32	100.00%	71.88%
Filipino	16	16	100.00%	56.25%
Hispanic or Latino	250	249	99.60%	41.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	68	67	98.53%	64.18%
Two or more races	12	12	100.00%	50.00%
Socioeconomically disadvantaged	171	170	99.42%	34.52%
English learners	172	172	100.00%	38.37%
Students with disabilities	41	41	100.00%	14.63%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	397	393	98.99%	46.82%
Male	210	208	99.05%	49.04%
Female	187	185	98.93%	44.32%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	32	100.00%	68.75%
Filipino	16	16	100.00%	50.00%
Hispanic or Latino	250	248	99.20%	39.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	68	66	97.06%	60.61%
Two or more races	12	12	100.00%	50.00%
Socioeconomically disadvantaged	171	168	98.25%	33.93%
English learners	172	171	99.42%	36.26%
Students with disabilities	41	41	100.00%	9.76%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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

We choose our textbooks from lists that have already been approved by state education officials.

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks.

Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval.

The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 5, 2017.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	Textbook	Adopted
Reading	<i>Benchmark Advanced/Benchmark</i>	2017
Reading	<i>Treasures</i> , Macmillan/McGraw-Hill (English language development)	2009
Reading	<i>Tesoros de lectura</i> , Macmillan/McGraw-Hill (Las Animas Elementary School, Rod Kelley Elementary School Dual Immersion)	2009
Mathematics	<i>Go Math!</i> , Harcourt	2016
Science	<i>California Science</i> , Harcourt (K-5)	2007
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson/Scott Foresman (K-3)	2006
History/social science	<i>Reflections</i> , Harcourt (4-5)	2006

Quality of Textbooks

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

Quality of Textbooks		2017-18 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

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.

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	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
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	
2017-18 School Year	
Data collection date	10/5/2017



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		2017-18 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		10/23/2017
Date of the most recent completion of the inspection form		10/30/2017

"Our parents are wonderful supporters of our school goals and classroom needs."

School Facilities

Las Animas School was the oldest facility in our district. Las Animas' new facility was rebuilt and opened in August 2007. It is beautifully maintained by all of our staff and our two custodians. Our school features 35 classrooms, a multipurpose room, library, two computer labs and an athletic field.

We have four computers in each classroom, and our library has a bank of six computers. Our computer lab has 38 computers in K-2, to enhance and support student learning. Our computer lab is used for instruction and to conduct assessments. All students are able to visit the computer lab to get help with instruction. Individual teachers decide on the use of the computer lab.

In addition, grades 2-5 have one Chromebook for every student. Kindergarten and first grade share a Chromebook cart. We have six iPads in every K-3 classroom, which we use to integrate curriculum and instruction, specifically, to support our implementation of STEAM (science, technology, engineering, arts and mathematics). Our school has a wireless connection, making technology more accessible for student learning.

Students visit the library to conduct research, study and check out books. Over the past year, we've updated the library collection with numerous new books and videotapes for student and teacher use. The Home and School Club supports the addition of many wonderful fiction and nonfiction books for students every year. Volunteer parents and community members maintain and run our library. They also have aligned our library books to Accelerated Reader. Accelerated Reader is a computer program that promotes reading and comprehension skills. Students choose books at their reading level and take a short comprehension quiz on the computer. The library gives them lots of choices to read by providing books from different genres.

Each classroom is equipped with a multimedia cart, which includes a projector, an Interwrite Pad called a Mobi, a laptop, and document cameras called ELMO, and individual Student Responders. This multimedia technology supports teachers in ensuring students master the grade-level standards and engages students in the curriculum, making learning fun. The Student Responders support teachers in assessing students on a daily basis, gives immediate feedback to students and helps teachers inform instruction to meet the needs of all the students. It also gives parents feedback using the reports to support student progress.

A new two-story academic wing was added and opened in the 2010-11 school year. This new wing was built to accommodate the increase of enrollment at the school site. An additional computer lab was installed in this new wing.



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.

Percentage of Students Meeting Fitness Standards

2016-17 School Year

Grade 5

Four of six standards	13.8%
Five of six standards	36.2%
Six of six standards	29.7%

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		
	Gilroy USD	Las Animas ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	496	29	29	29
Without a full credential	32	1	1	2
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		
	Las Animas ES			
Teachers	15-16	16-17	17-18	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Professional Development

Our teachers have had extensive training in Whole Brain Teaching and Common Core State Standards best practices. They participate in peer coaching and watch model lessons to see how to apply best practices in the classroom. They also attend other conferences to learn more about delivering effective instruction. We have a literacy facilitator on-site who models lessons integrating technology. Our literacy facilitator also provides the school training to support teachers in implementation of best practices and use of technology to engage students. We also use some of our after-school staff meetings to provide additional staff development.

We follow our district calendar and district elementary goals in providing staff development for our teachers.

Throughout the school year, we had teacher release days to support our staff in the implementation and training on Common Core, the Whole Brain Teaching program, integration of technology and pacing. We continued to teach with the California standards expectations. We are in our second year of implementation of our state adopted math curriculum Go Math. We are in our first year of implementation of our state adopted language arts curriculum Benchmark Plus.

Professional Development Days		Three-Year Data		
	2015-16	2016-17	2017-18	
Las Animas ES	3 days	3 days	3 days	

✧ Not applicable.



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	
2016-17 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.33
Social worker	0.00
Nurse	0.33
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
Other	FTE
Literacy facilitator	0.50

Financial Data

The financial data displayed in this SARC is from the 2015-16 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.

District Salary Data		2015-16 Fiscal Year
	Gilroy USD	Similar Sized District
Beginning teacher salary	\$49,748	\$48,522
Midrange teacher salary	\$73,285	\$75,065
Highest teacher salary	\$93,101	\$94,688
Average elementary school principal salary	\$127,507	\$119,876
Average middle school principal salary	\$136,790	\$126,749
Average high school principal salary	\$145,040	\$135,830
Superintendent salary	\$215,416	\$232,390
Teacher salaries: percentage of budget	37%	37%
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		2015-16 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Las Animas ES	\$4,395	\$82,724
Gilroy USD	\$7,417	\$88,493
California	\$6,574	\$77,824
School and district: percentage difference	-40.7%	-6.5%
School and California: percentage difference	-33.1%	+6.3%

Types of Services Funded

The Las Animas Home and School Club contributes to the school in many different areas. It provides funding for field trips, classroom materials, technology, classroom libraries, fifth-grade promotion activities and any other needs that support our school goals in our Single School Plan for Student Achievement. The Home and School Club supports our school vision and conducts many fundraisers and donation drives to be successful in implementing our vision and school goals. Home and School Club also supports all of our instructional efforts and organizes fun parent meetings and evening functions.

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	
2015-16 Fiscal Year	
Total expenditures per pupil	\$5,637
Expenditures per pupil from restricted sources	\$1,242
Expenditures per pupil from unrestricted sources	\$4,395
Annual average teacher salary	\$82,724

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 November 2017.

School Accountability Report Card

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