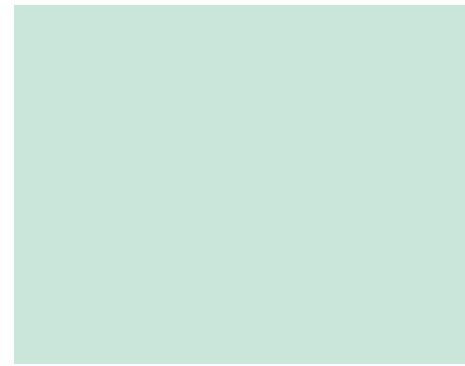# SARC

2017-18 School Accountability
Report Card

Published in 2018-19

Ascencion Solorsano Middle School

Grades 6-8
CDS Code 43-69484-0100990

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Gilroy Unified School District

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Principal's Message

Ascencion Solorsano Middle School's (ASMS) learning community envisions every student as a productive, responsible citizen who is a lifelong learner. Solorsano's mission is to set high academic and behavioral expectations that will lead all students to successful educational, social, emotional and character development. Solorsano fosters a climate of mutual respect honoring the uniqueness of each student and the diversity of cultures. Our current enrollment is 880 students. 70 percent of our students are Hispanic, 205 students are English learners, and 55 percent qualify for the national free and reduced-price lunch program.

Solorsano's strength comes from continuous and consistent collaboration between staff. Through this collaboration, teachers plan, share, observe, analyze, reflect and use common resources. We have developed a community culture where self-reflection and feedback is the norm. Teachers are always checking for understanding to adjust, reteach and modify instruction if necessary. They consistently analyze student work to see movement and growth. Many teachers volunteer their time with before and after school tutoring to help students enhance learning and understand lesson concepts.

The 2017-18 school year was the second year of CPM, our adopted math text, for middle school. Our English language arts (ELA) team adopted a new ELA textbook, StudySync. The 2017-18 school year was our first year using the new curriculum adoption. The math and ELA adoptions provide a rigorous curriculum with a strong emphasis on technology. We continue to give benchmark assessments in math and English language arts with a continued focus of alignment with the Common Core State Standards. We have flexibility with student placement allowing students the opportunity to move to a more appropriate class if necessary, always keeping in mind the academic needs of students. Solorsano has become a true Professional Learning Community. Grade levels meet weekly to lesson plan, share strategies and look at assessment data (common assessments both formative and summative and benchmark data).

It's the people that make Ascencion Solorsano Middle School special. Relationships are valued and respected student-to-student, student-to-adult and adult-to-adult. Our strong sense of teamwork helped move the school to what it is today—a shining example of excellence. We continue to build and strengthen our school climate as we truly believe in building relationships with students. Solorsano became a California Gold Ribbon School in 2017 for our Restorative Justice practices where we held close to 50 classroom community-building circles throughout the year. We also became a Federal Title I Achieving School for 2017 for our state testing results from 2015-16. Solorsano exemplifies the notion that it takes a whole community to educate a student. All teachers are willing to do what is best for our students' educational success. The school's namesake, local historic healer and tribal historian, Ascencion Solorsano, would surely feel at home and treasured among the Golden Eagles on a campus, where all the students receive the necessary educational tools to achieve academic success.

School Mission Statement

Ascencion Solorsano Middle School is committed to providing a challenging and relevant curriculum, cultivating individual character and responsibility, and providing a safe and caring environment enabling all students to receive a well-rounded educational experience.

School Safety

Ascencion Solorsano Middle School has a Comprehensive Safety Plan that all staff members review at the beginning of each school year. The school safety plan was last reviewed, updated and discussed with the school faculty in October, 2018. The plan includes emergency procedures, drills and contingency plans in case of fire, earthquake or intruders on campus that we practice during the school year. We have an evacuation plan complete with routes to evacuation areas for staff and students. We also have a search-and-rescue team identified. Each classroom has a quick-reference folder with a copy of the school emergency plan. This quick-reference folder includes class rosters and evacuation routes for every area of the campus, as well as procedures in the event of an emergency situation. Classrooms are equipped with emergency supplies that are utilized during emergencies as well as used during practice drills. All staff have been trained in the Run, Hide, Defend emergency protocols. The school practices code-red, code-blue, and fire and earthquake drills throughout the year.

Campus supervisors monitor our campus before, during and after school hours. All campus supervisors, administrators, counselors and office staff have radios that enable them to maintain contact with each other and the school office. We have a district-issued radio for districtwide communication in the event of an emergency.

Solorsano is a closed campus that requires visitors to register in our main office and show identification when asking to remove a student from school or to be on campus during the school day. All visitors wear an identifiable sticker.

The Gilroy Unified School District has partnered with the Gilroy Police Department to provide two safety resource officers (SROs) for district schools. Ascencion Solorsano Middle School shares an SRO with one of our comprehensive high schools, providing support to students and staff and adding another component to campus safety. Ascencion Solorsano administration meets with police and all Gilroy Unified secondary administrators on a monthly basis to discuss trends and patterns of student behavior that could have an adverse effect on school safety. During these meetings, the SRO provided informative presentations regarding current trends, such as gangs, drugs, graffiti, etc. Our school site is equipped with an external camera surveillance system, and the district installed new perimeter fencing providing another layer of safety for students and staff.

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.

GUSD

Expecting all students to use their hearts and minds well

Governing Board

Heather Bass

Mark Good

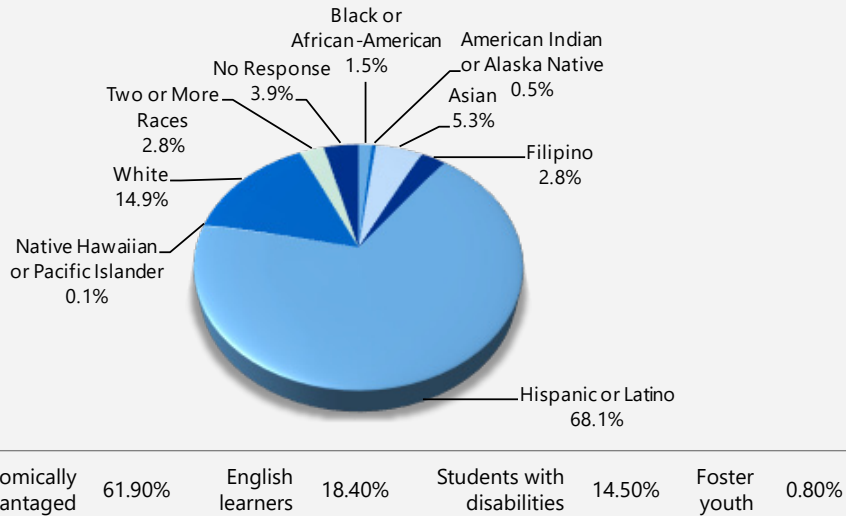Patricia Midtgaard

James Pace

Linda Piceno

Jaime Rosso

B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 863 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2017-18 School Year

Black or African-American 1.5%
American Indian or Alaska Native 0.5%
No Response 3.9%
Asian 5.3%
Two or More Races 2.8%
Filipino 2.8%
White 14.9%
Native Hawaiian or Pacific Islander 0.1%
Hispanic or Latino 68.1%

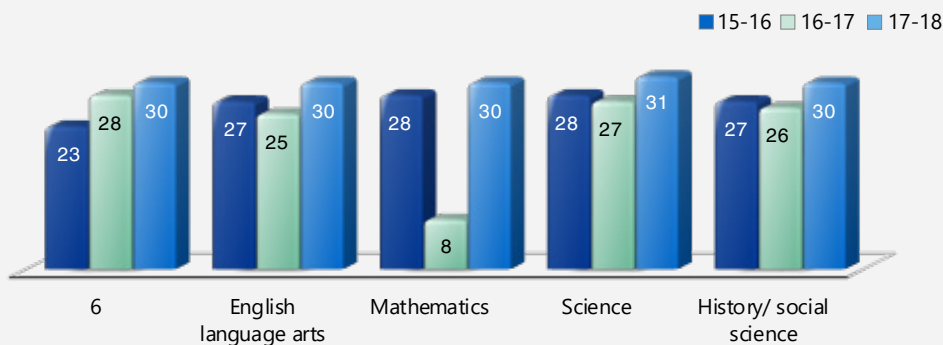|							
Socioeconomically disadvantaged	61.90%	English learners	18.40%	Students with disabilities	14.50%	Foster youth	0.80%

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

Legend: 15-16, 16-17, 17-18

Subject	15-16	16-17	17-18
6	23	28	30
English language arts	27	25	30
Mathematics	28	8	30
Science	28	27	31
History/ social science	27	26	30

Number of Classrooms by Size — Three-Year Data

	2015-16			2016-17			2017-18		
Grade	**Number of Students**								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6	24	37	1	1	17			16	4
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	12	36	10		19	6		10	8
Mathematics	10	28	16		20	10		12	7
Science	3	19	8	5	8	3		14	4
History/social science	4	17	5	1	10	4		18	2

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

Grade	Enrollment
6	318
7	278
8	267
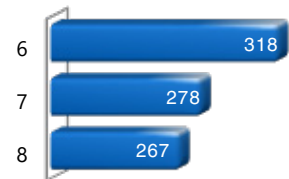
Suspensions and Expulsions

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

Solorsano MS			
	15-16	**16-17**	**17-18**
Suspension rates	6.3%	6.4%	7.1%
Expulsion rates	0.0%	0.1%	0.2%
Gilroy USD			
	15-16	**16-17**	**17-18**
Suspension rates	3.3%	3.9%	5.6%
Expulsion rates	0.1%	0.1%	0.2%
California			
	15-16	**16-17**	**17-18**
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

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

The 2016–17 and 2017–18 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 California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Solorsano MS		Gilroy USD		California		
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

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	
	Solorsano MS		Gilroy USD		California		
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	51%	50%	49%	49%	48%	50%
Mathematics	46%	45%	42%	42%	37%	38%

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	2017-18 School Year
Percentage of Students Meeting Fitness Standards	Solorsano MS
	Grade 7
Four of six standards	21.9%
Five of six standards	20.1%
Six of six standards	7.4%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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/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 6-8.

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

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

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards	2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	874	846	96.80%	49.88%
Male	477	454	95.18%	44.93%
Female	397	392	98.74%	55.61%
Black or African-American	14	13	92.86%	69.23%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	46	44	95.65%	88.64%
Filipino	22	22	100.00%	72.73%
Hispanic or Latino	587	570	97.10%	40.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	135	131	97.04%	67.18%
Two or more races	27	26	96.30%	73.08%
Socioeconomically disadvantaged	533	516	96.81%	37.21%
English learners	307	295	96.09%	26.44%
Students with disabilities	124	115	92.74%	13.04%
Students receiving Migrant Education services	15	14	93.33%	21.43%
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	876	847	96.69%	45.22%
Male	479	455	94.99%	42.86%
Female	397	392	98.74%	47.96%
Black or African-American	14	13	92.86%	76.92%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	46	44	95.65%	84.09%
Filipino	22	22	100.00%	63.64%
Hispanic or Latino	589	570	96.77%	35.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	135	129	95.56%	62.79%
Two or more races	27	26	96.30%	53.85%
Socioeconomically disadvantaged	534	517	96.82%	33.08%
English learners	308	297	96.43%	23.91%
Students with disabilities	126	110	87.30%	8.18%
Students receiving Migrant Education services	15	14	93.33%	21.43%
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 state education officials have already approved.

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 4, 2018.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
Reading	*Literature & Language Arts*; Holt, Rinehart and Winston	2003
Reading	*Read 180*, Scholastic	2007
Reading	*Inside California*; Hampton-Brown, National Geographic	2009
Mathematics	*California Middle School Mathematics: Concepts and Skills*, McDougal Littell	2008
Science	*California Science Series*, McDougal Littell	2007
History/social science	*Discovering Our Past*, Glencoe (BMS/SVMS)	2006
History/social science	*History Alive!*, TCI Glencoe (ASMS)	2006

Quality of Textbooks

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

Quality of Textbooks	2018-19 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 text-books and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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	
2018-19 School Year	
Data collection date	10/4/2018

✧ Not applicable.

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.

School Facility Good Repair Status	2018-19 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	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/17/2018
Date of the most recent completion of the inspection form	10/17/2018

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Systems	Main sewer line requires maintenance due to poor slope. Sewer line cleared with jetter twice yearly by maintenance staff.	Ongoing
Structural	Roof rain water gutters leak at seams. No budget for repair at this time.	2020
External	Parking lot will need repair work. No budget for repair at this time.	2020

Parental Involvement

Our site governance team, the School Site Council—which includes parents, staff members and students—helps create our school's Single Plan for Student Achievement (SPSA) and approves all spending of categorical funds for the current fiscal year. School Site Council also reviews and approves our school's annual site plan and site budget. In addition, we have an English Learner Advisory Committee (ELAC) to help parents of students learning English feel welcome at our school. ELAC parents also are involved in approving our school's annual SPSA. We have a very active ASMS Parent Club that has helped us raise funds for athletic uniforms, student academic awards and classroom supplies. We always encourage parents to volunteer.

For more information on how to become involved at the school, please contact Dawn Johnson, Parent Club president, at (669) 205-5000 or asmspresident@gmail.com.

School Facilities

Ascencion Solorsano Middle School opened in the 2003-04 school year and our facilities are still in pretty good shape. Our Parent Club added 25 benches to our campus in 2006-07. We have also added 10 portable classrooms, two portable locker rooms and a portable bathroom complex to our campus. Our school features 38 classrooms, and we have a gym, multipurpose room, athletic field, library and three computer labs.

All classrooms have student computers for academic use. Our terminal server was eliminated, and now our campus has independent PCs. During the summer of 2015, our IT department installed Wi-Fi services to our campus. During the 2015-16 school year, the school replaced the outdated desktop computers for all teachers and ordered Chromebooks for teacher use in the classroom.

There are 38 classrooms connected to the internet. We currently have 21 Chromebook carts at Solorsano, with a Chromebook cart for every two classrooms.

Our custodial staff cleans our school on a regular basis. Our school employs one daytime custodian, from 6 a.m. to 2:30 p.m., with two full-time (eight hours) custodians for the night shift, from 2:30 p.m. to 11 p.m.

Ten portable classrooms, two portable locker rooms and a portable bathroom complex were added to accommodate enrollment increases that occurred during the 2009 and 2010 school year.

Solorsano employs five campus supervisors to help with school and student safety. They work before school, during the school day and after school.

With our perimeter fence and a new camera surveillance system, we have added an additional layer to our campus security.

Types of Services Funded

We used site funds for a library clerk (0.5 full-time equivalent) and an assessment paraprofessional (1.0 full-time equivalent). We purchased instructional materials for all our students, including English learners and accelerated students (Gifted and Talented Education funding). Our Parent Club generated additional funds for athletic uniforms, academic awards, and additional classroom and teacher supplies.

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	Solorsano MS		
Teachers	18-19	16-17	17-18	18-19
With a full credential	479	35	38	40
Without a full credential	35	1	0	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	
	Solorsano MS		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Staff development activities occur at a GUSD school site with teachers able to choose from a variety of sessions to meet their curricular needs. Teachers also attend classes or conferences to meet their individual needs with a district focus on English language learners. In addition, we provide four early release days for middle school. This year our emphasis is on Diversity Training and ELD strategies.

Teachers also have the opportunity to seek support and advice from experienced teachers in the district's Peer Assistance and Review program with new teachers participating in the district's Mentor Program.

Most staff meeting time on Mondays is devoted to staff development activities, department meetings, Professional Learning Communities and teacher collaboration. Some staff members have even attended and presented at the California League of Middle Schools annual conference.

We continue to have professional development during staff meetings and middle school minimum days. All site teachers are involved in professional development tailored to their particular curricular area with a focus on providing support for our English language learners.

Professional Development Days		Three-Year Data	
	2016-17	2017-18	2018-19
Solorsano MS	3 days	3 days	3 days

◇ Not applicable.

★ Our counselors also do college and career development and assist with academics.

✶ We currently have a psychologist 2 days/week.

▲ We currently have a District nurse 2 days/week. She works at other sites but is available by phone if we need her assistance.

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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.0
Average number of students per academic counselor	◇
Support Staff	FTE
Social/behavioral counselor	2.0 ★
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	✶
Social worker	0.0
Nurse	▲
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	3.0
Other	FTE
Library clerk	0.5
Assessment paraprofessional	1.0

Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Gilroy USD	**Similar Sized District**
Beginning teacher salary	$50,743	$49,512
Midrange teacher salary	$74,751	$77,880
Highest teacher salary	$94,963	$96,387
Average elementary school principal salary	$130,057	$123,139
Average middle school principal salary	$139,526	$129,919
Average high school principal salary	$147,941	$140,111
Superintendent salary	$217,175	$238,324
Teacher salaries: percentage of budget	34%	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	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Solorsano MS	$5,978	$99,098
Gilroy USD	$7,833	$86,053
California	$7,125	$79,665
School and district: percentage difference	-23.7%	+15.2%
School and California: percentage difference	-16.1%	+24.4%

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	
2016-17 Fiscal Year	
Total expenditures per pupil	$7,673
Expenditures per pupil from restricted sources	$1,694
Expenditures per pupil from unrestricted sources	$5,978
Annual average teacher salary	$99,098
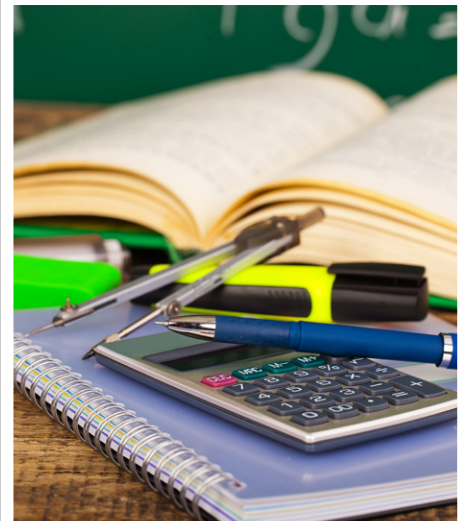
Expenditures Per Pupil

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.