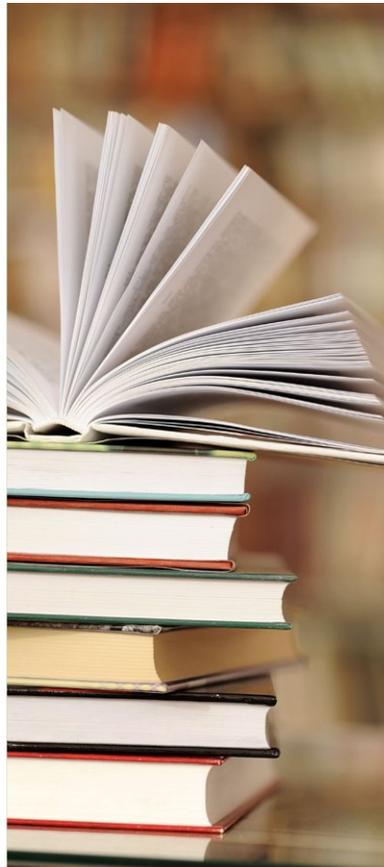


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



Buena Vista Elementary School

Grades K-5
CDS Code 07-61812-6005169

Kelly Eagan
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Walnut Creek School District

960 Ygnacio Valley Road Walnut Creek, CA 94596 ▪ www.walnutcreeksd.org
Marie Morgan, Superintendent ▪ mmorgan@walnutcreeksd.org ▪ (925) 944-6850

Principal's Message

The goal of the Buena Vista Elementary School community is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society. The students, staff and parents will provide rigorous, relevant high-level learning in a caring, safe and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally.

Buena Vista Elementary, again named a California Distinguished School in 2008, is nestled in a residential neighborhood within close walking distance to Walnut Creek's thriving downtown and the region's rapid transit, BART. Our school is known for its high achievement, relevant education, ethnic diversity and a close-knit family feel. We attribute our success to a highly committed staff and community of families.

Throughout the year, a team of staff and community members review our school's strengths and needs using formal and informal data. The School Site Council (SSC), consisting of many staff members and parents, develop the following strategies:

Curriculum: We will provide relevant, rigorous learning for all students in the core curriculum areas based on standards and measured by benchmarks and assessments.

Communication: The Buena Vista community will understand and provide feedback on school guidelines, programs and procedures through consistent, clear communications including email and personal connections.

Climate: We will provide a safe, healthy environment in which the Buena Vista community respects diversity and demonstrates positive, intrinsic, lifelong values.

Technology: We seek to provide technology instruction for students and teachers that are aligned to state and district standards and focus on 21st-century learning.

Resources of time and money are carefully aligned to our plan, assuring that we systematically support our greatest needs and highest priorities. Our complete School Plan, including action steps and budgets, is on the school website, www.walnutcreeksd.org/bv.

Buena Vista is a family-oriented, welcoming place where expectations are high within a caring atmosphere. Parents and staff frequently express their joy at belonging to the Buena Vista family. Students are convinced that they contribute to create the best school anywhere!

School Mission Statement

The mission of Buena Vista Elementary is to prepare our students to become lifelong learners who are responsible, contributing citizens in a diverse society. The students, staff and parents will promote rigorous, high-level learning in a caring, safe and engaging environment. Each student will have the opportunity to reach his or her full potential academically, physically, socially and emotionally.



Parental Involvement

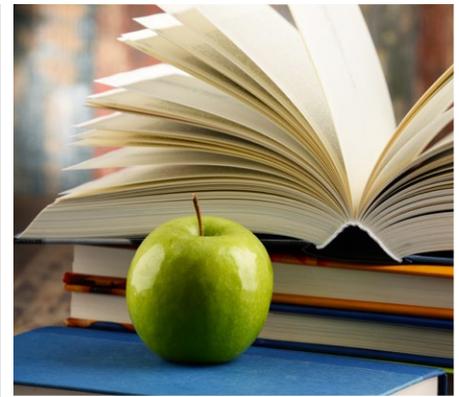
Buena Vista has an active Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Committee (ELAC), which support vital programs, materials and services. The PTA and SSC meet monthly; all school community members are invited to these open meetings. Community and school events build participation of our diverse community, with parent volunteers at the center of each.

Families and community volunteers are essential partners in education at Buena Vista. A visitor at Buena Vista might see volunteers working in classrooms, helping with special programs, tutoring individuals or groups, doing clerical work, answering phones, running enrichment activities, checking books out of the library or other needed support work around campus. Families are engaged with meaningful tasks that support every child's education.

In addition to volunteer work at our school, parents fund several vital school programs at Buena Vista. Through the efforts of an enormous volunteer cohort, the PTA funds classroom supplies for teachers and many other programs identified through our site plan. The PTA at Buena Vista has a passion for building community with our families. It hosts many events throughout the year to bring families closer together: BV Celebrates, Multi-Culture Potluck and Food Truck Fridays.

Our SSC consists of an equal number of parents and staff members, and the Site Council oversees all fiscal resources and works to achieve the goals of the School Site Plan.

For more information on how to become involved, contact the school office at (925) 944-6822.



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

To inspire a community of learners empowered to positively engage with the world through discovery, innovation, creativity, leadership and character.

District Vision Statement

Engage, inspire and empower *all* learners!

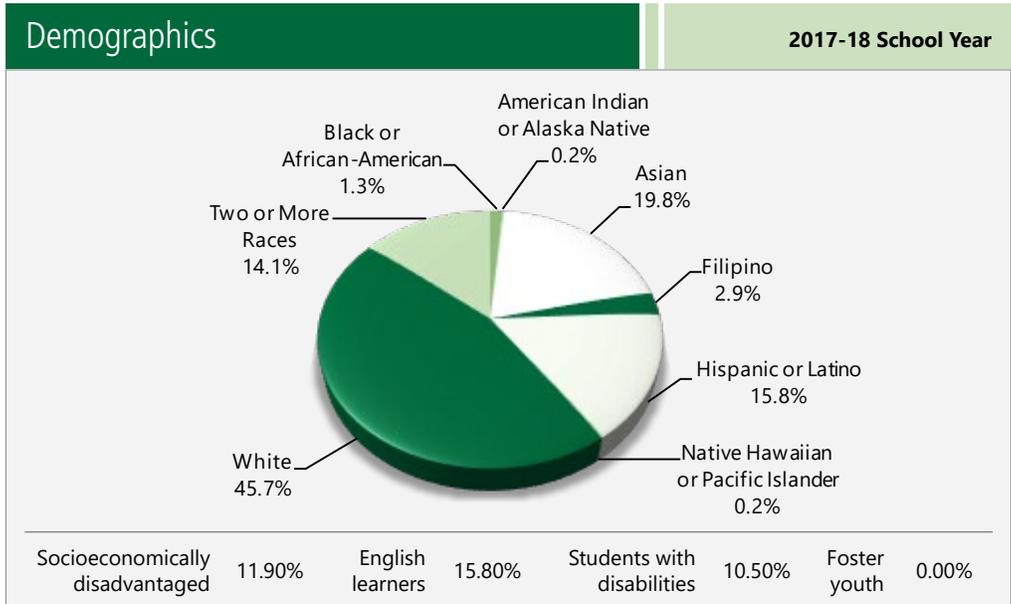


Governing Board

Elizabeth Bettis
Heidi Hernandez Gatty
Nithin Iyengar
Aimee Moss
Katie Peña

Enrollment by Student Group

The total enrollment at the school was 455 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



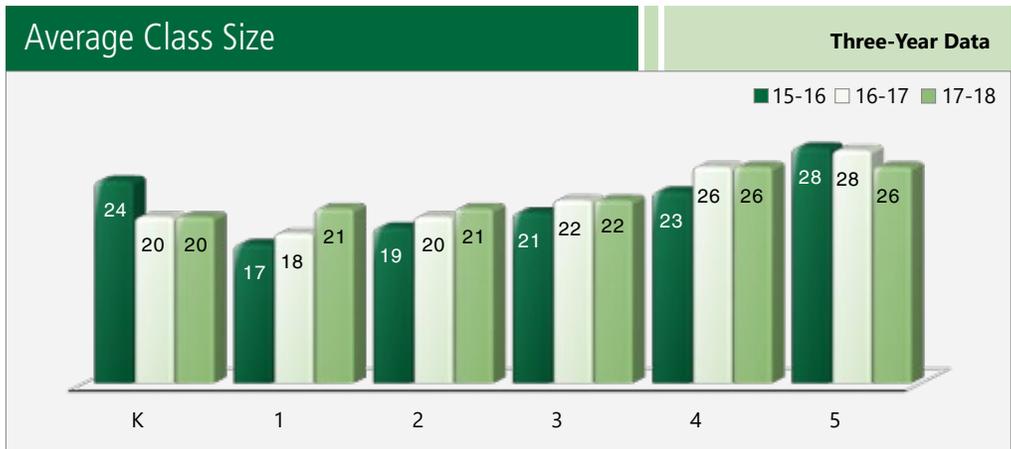
Enrollment by Grade

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



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.



Number of Classrooms by Size

Three-Year Data

Grade	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3		3				4	
1	4			4				3	
2	4			2	1			3	
3	1	3			3			3	
4		4			3			3	
5		3			3			3	

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

Buena Vista ES			
	15-16	16-17	17-18
Suspension rates	0.8%	0.2%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Walnut Creek SD			
	15-16	16-17	17-18
Suspension rates	1.9%	1.6%	0.9%
Expulsion rates	0.0%	0.0%	0.0%
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	
	Buena Vista ES		Walnut Creek SD		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	
	Buena Vista ES		Walnut Creek SD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	68%	71%	73%	73%	48%	50%
Mathematics	69%	75%	68%	71%	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		Buena Vista ES
		Grade 5
Four of six standards		22.1%
Five of six standards		24.4%
Six of six standards		15.1%

◇ Not applicable.

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 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				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	224	221	98.66%	70.59%
Male	117	116	99.15%	68.10%
Female	107	105	98.13%	73.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	43	43	100.00%	81.40%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	59.38%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	102	99	97.06%	73.74%
Two or more races	32	32	100.00%	71.88%
Socioeconomically disadvantaged	28	28	100.00%	32.14%
English learners	51	51	100.00%	56.86%
Students with disabilities	25	25	100.00%	24.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	224	221	98.66%	75.11%
Male	117	116	99.15%	76.72%
Female	107	105	98.13%	73.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	43	43	100.00%	79.07%
Filipino	❖	❖	❖	❖
Hispanic or Latino	32	32	100.00%	56.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	102	99	97.06%	79.80%
Two or more races	32	32	100.00%	78.13%
Socioeconomically disadvantaged	28	28	100.00%	32.14%
English learners	51	51	100.00%	62.75%
Students with disabilities	25	25	100.00%	32.00%
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

The state of California requires that each child have a current standards-based textbook in each of the four core areas of instruction. As a part of this requirement, Walnut Creek School District has purchased editions for teaching language arts (reading, writing, speaking and listening), science, social science, mathematics and health. We are fortunate to have a music text (K-5) for our students and a music specialist who meets with all of the classes. Our foreign-language texts are also up-to-date. Thus, all textbooks in the Walnut Creek School District are current, standards-based, and consistent with the content and cycles of the Curriculum Frameworks and adopted and approved by the State Board of Education.

We have an abundance of supplementary reading materials at varying levels of difficulty in each of our elementary classrooms that are integrated across all core curricular areas. These leveled reading materials provide students with experiences in reading narrative as well as expository text.

The Walnut Creek School District governing board held a public hearing on September 24, 2018 and affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	Calkins Units of Study for Writing, Reading	2017
Mathematics	Bridges Math	2017
Science	Pearson Scott Foresman	2008
History/social science	Macmillan/McGraw-Hill	2006

Professional Development

All professional growth is determined by both school site and district strategic planning process, which is ongoing throughout the school year and culminates with an update in the spring of each year. Planning teams include all school and community stakeholders, and the work is based on site-needs assessments. Input from all school and community stakeholders is collected during the planning process and is used to develop the district Local Control and Accountability Plan (LCAP).

For 2018-19, the district focus will be on the implementation of the recently adopted math programs at both the K-5 and 6-8 levels, and there will be an emphasis on the implementation of Readers' and Writers' Workshop. In addition to identifying the implementation of Common Core State Standards for professional growth in the district LCAP, other areas for professional development identified in the district LCAP are: Technology Integration, English Language Development (ELD) instructional strategies and Silicon Valley Mathematics Initiative (SVMI) training.

As a "community of learners," each staff member participates in personal growth and collegial study. As each school identifies goals for supporting the district focus, staff members meet by grade level or departments to study student assessment data or student behaviors and determine how to improve instruction through research and effective pedagogy. Weekly collaboration time is provided for all TK-8 teachers. Instructional coaches provide individual student-centered coaching cycles and participate in grade-level and department meetings to support professional growth.

Individual teachers and administrators keep their skills current by researching about learning, attending workshops and classes and reading on their own. Some examples are attendance at various conferences: Teachers College Reading and Writing Project, ISTE, PBL World, SVMI, Middle School Conference, Socratic Seminar, Reading Recovery, and technology. Teachers attend training sessions in differentiated instruction, special education, Next Generation Science Standards (NGSS) and in all core curricular areas. Beginning teachers participate in a two-year induction program with a mentor who is trained through the Contra Costa County Office of Education Teacher Induction Program.

We continue to provide four days each school year that are dedicated to staff and professional development. The district ensures the agendas for these professional growth days are tied to areas defined by the strategic plan and LCAP.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Buena Vista ES	4 days	4 days	4 days

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
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	9/24/2018

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

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		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	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Exemplary	
Date of the most recent school site inspection	10/1/2018	
Date of the most recent completion of the inspection form	10/1/2018	

School Facilities

The Buena Vista School facility houses 19 classrooms, a half-time instructional coach, two district special day classes, Title I room, resource room, library media center, science room, music room, art room, speech room, counseling room, kitchen and a large multiuse room. Renovated in 2000, the facility is safe, structurally sound and designed to support student learning. Outdoor learning areas provide attractive places for students, staff and parents to gather to extend learning outdoors. Maintenance of facilities is a top priority in the district, even in times of significant budget constraints.

Students work in well-lit, heated and cooled classrooms and specialty rooms (art, music, resource and science). Rooms are clean and well maintained to support teaching and learning. Every classroom has a telephone with access to an outside line, internet access and a teacher computer with mounted projector. Furnishings are in good repair and of appropriate size for the students who use them.

The classrooms, common areas and grounds are kept clean and in excellent repair by site custodial and district maintenance staff. All toilets, those in classrooms and shared, are all in good repair and cleaned daily by two full-time equivalent (FTE) custodians. The custodial staff is on duty from 6:30 a.m. to 10 p.m., with a custodian cleaning classrooms every other day after students leave. At least one custodian is on campus for the many evening activities on-site.

A high degree of supervision is present at Buena Vista before, during and after school. Staff is on yard duty before and after school in the student drop-off areas and at the points of departure of students from the campus. In addition, the yard supervision for before school and recesses is fully staffed.

Students participate in safety and school-rules assemblies. Students are taught to keep themselves and others safe. Yard supervisors, teachers and all staff and students are trained in techniques to use for situations that need redirection or correction. School rules are included in the parent handbook.

An after-school and before-school program operates in partnership with Buena Vista and provides a safe place for students who need additional supervision before and after school hours.

Parent and community groups frequently use Buena Vista's multipurpose room. Our library is large and adequate for our student body. District funds, augmented with parent funds, provide enough time for our library media specialist to keep our spacious library, with its large and current collection of books, open during school hours.

Our custodians take pride in their work, ensuring clean classrooms and a clean campus and grounds. Our school has extensive play fields, which support daily P.E. classes as well as soccer, baseball, and lacrosse sports teams after school and on the weekends.

Continued on sidebar

School Safety

Our school safety plan is current and detailed. It was reviewed, updated and discussed with school faculty in November 2018.

We hold monthly drills and review safety procedures with students and staff on a regular basis. The plan is updated annually with input from staff and parents. A detailed earthquake-preparedness plan outlines the duties of all staff in the event of an earthquake and contains a complete list of the emergency supplies stored in a secure container on-site. Several staff members are trained in search-and-rescue procedures, CPR, and basic first aid as part of our preparedness plan. Parents receive regular information and reminders about our emergency procedures in eNews.

The school Leadership Team meets monthly, and the Disaster Prep team monitors school safety and meets as needed with the school principal throughout the year to work on specific improvements to playground supervision and campus safety issues as they arise.

In October 2018, all staff members became ALICE certified in an effort to better prepare our staff members for active shooter emergencies.



School Facilities

Continued from left

Walnut Creek is very proud of the funding, planning and effort put into planning for our facilities. To maintain high standards of excellence and consistently modernize the site takes strategic planning. In 2009, we refurbished the playground and playing fields and have an improved track and pathway around the field for walking and running activities. In 2011, we renovated the kitchen, installed an improved server-room HVAC and added shelves in our kindergarten. In 2012, we added a new portable with new shrubbery planted in front, Americans with Disabilities Act (ADA) compliant parking lot and sidewalk improvements, new ADA compliant drinking fountain and bathroom modifications, additional backpack hooks at the library and science room, exterior siding replacement, and painted restrooms. In 2015, with support from the City of Walnut Creek, we improved our parking and sidewalks and modified our entry area to improve student drop-off and pick-up on San Juan Avenue.

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			
	Walnut Creek SD	Buena Vista ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	191	27	28	24
Without a full credential	4	0	0	0
Teaching outside subject area of competence (with full credential)	1	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		
	Buena Vista ES		
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

"Buena Vista is a family-oriented, welcoming place where expectations are high within a caring atmosphere."

Types of Services Funded

The following programs are provided to schools in the Walnut Creek School District.

- Title I (Helping Disadvantaged Students Meet High Standards)
- Two full-time equivalent Title I teachers (at Buena Vista and Murwood elementary schools)
- Title II (Improving Teacher Quality)
- Title II (technology)
- Title III (Limited English proficient students)
- Teacher Induction Program (TIP)
- School Improvement Program (SIP)
- Art, music, physical education, science (ongoing funds)
- Local Control Funding Formula (LCFF) funded programs (e.g., crisis counselors, ELD classes)

◇ Not applicable.

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.

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	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.60
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.60
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00
Other	FTE
Office manager	1.00
Clerk	0.40

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	
	Walnut Creek SD	Similar Sized District
Beginning teacher salary	\$48,459	\$48,064
Midrange teacher salary	\$71,914	\$75,417
Highest teacher salary	\$91,859	\$94,006
Average elementary school principal salary	\$133,406	\$119,037
Average middle school principal salary	\$140,112	\$123,140
Superintendent salary	\$200,000	\$183,692
Teacher salaries: percentage of budget	40%	36%
Administrative salaries: percentage of budget	5%	6%

Financial Data Comparison

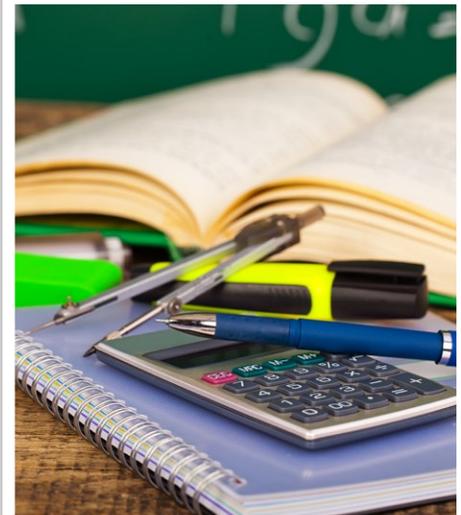
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Buena Vista ES	\$6,081	\$78,364
Walnut Creek SD	\$7,165	\$77,459
California	\$7,125	\$76,046
School and district: percentage difference	-15.1%	+1.2%
School and California: percentage difference	-14.7%	+3.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$7,173
Expenditures per pupil from restricted sources	\$1,092
Expenditures per pupil from unrestricted sources	\$6,081
Annual average teacher salary	\$78,364



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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