SARC

2016-17
School Accountability
Report Card

Published in 2017-18

Ocean View Hills Elementary School

Dolphin Pride!

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CDS Code 37-68379-6119341

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San Ysidro
School District EST - 1887
QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

San Ysidro School District ▪ 4350 Otay Mesa Road ▪ San Ysidro, CA 92173 ▪ www.sysdschools.org

Mary L. Willis, Ed.D., Interim Superintendent ▪ mary.willis@sysd.k12.ca.us ▪ (619) 428-4476

Principal's Message

Welcome to Ocean View Hills Elementary School, home of Dolphin PRIDE. Ocean View Hills offers a comprehensive curriculum for all our students. We are a professional learning community dedicated to the academic success and character development of all our students. Our faculty collaborates, plans and implements research-based instructional practices designed to maximize student achievement.

Our top priorities are safety, attendance, academic growth and character education. In addition, we strive to increase the desire and passion for learning and to develop leadership. Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by Pride, Respect, Intellect, Determination and Enthusiasm.

The culture of our school reflects a commitment to working together with students, parents and our community to ensure that all of our students meet their full academic and personal potential.

School Mission Statement

Ocean View Hills Elementary School provides students the opportunity to achieve, contribute and strive for excellence.

School Vision Statement

The vision of Ocean View Hills is to ensure a safe, supportive environment so that all students can reach their full potential. We are committed to providing a rigorous, standards-based instructional program that engages students, and prepares them to be successful in the path for college and career readiness for the 21st century.

Parental Involvement

Our students benefit from extensive support from our parents and community members. Ocean View Hills is proud of its many opportunities for parents to volunteer their time. These opportunities include project volunteers, field trip chaperones, English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Advisory Committee (PAC) and PTA.

For more information on how to become involved, please contact Maida Gonzalez, PTA president, at (619) 661-0457.

School Safety

The district developed a Comprehensive School Safety Plan in order to comply with Senate Bill 187 of 1997. The plan provides students and staff means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include child-abuse reporting procedures, teacher notification of dangerous-pupils procedures, disaster-response procedures, procedures for safe entering to and exiting from school, sexual harassment policy, suspension and expulsion policies, dress code, and discipline policies.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2017. Ocean View Hills is focused on providing a positive, safe and secure learning environment for students, staff, parents and the community. Ocean View Hills has a Site Emergency Operation Plan (SEOP). The SEOP is accessible to all faculty and staff. The SEOP is updated every school year and is shared with the School Site Council and faculty. We conduct the following drills: a fire drill once a month, an earthquake drill twice a year, a lockdown drill once a year and a bus evacuation drill once a year. Ocean View Hills is committed to supporting a learning environment that allows staff to effectively teach and for students to actively learn. Ocean View Hills implements a research-based, character-education program called Peace Builders. In addition, our leadership class, along with our site administration, facilitates a character-development program, Dolphin PRIDE—Performance, Respect, Intellect, Dedication, Enthusiasm.

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

The San Ysidro School District, in partnership with our teachers and community, is committed to providing a high-quality, multicultural learning environment that promotes academic excellence, social responsibility, and physical and emotional well-being for all students.

The mission of the San Ysidro School District:

Quality education and opportunity for all students to succeed.

Quality education and opportunity for all students to succeed

School Board

Rosaleah Pallasigue
President

Irene Lopez
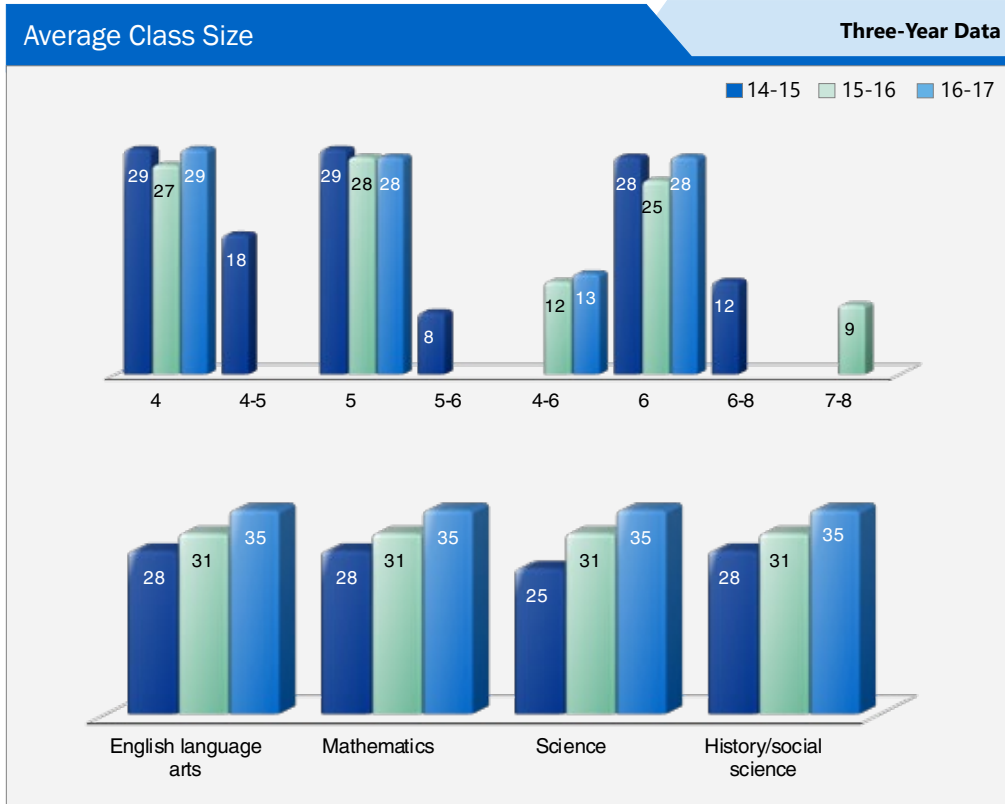*Vice president*

Marcos A. Diaz
Clerk

Rodolfo Linares
Member

Antonio Martinez
Member

Class Size Distribution

The bar graphs display 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: 14-15, 15-16, 16-17

Grade-level (top chart):
- 4: 29, 27, 29
- 4-5: 18 (14-15)
- 5: 29, 28, 28
- 5-6: 8 (15-16)
- 4-6: 12, 13
- 6: 28, 25, 28
- 6-8: 12 (14-15)
- 7-8: 9 (15-16)

Subject-level (bottom chart):
- English language arts: 28, 31, 35
- Mathematics: 28, 31, 35
- Science: 25, 31, 35
- History/social science: 28, 31, 35

Number of Classrooms by Size — Three-Year Data

Grade	2014-15			2015-16			2016-17		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
4		4			5			4	1
4-5		1	1						
5		4			5		1	3	1
5-6	1								
4-6				1			2		
6		3			5			5	
6-8	2								
7-8				1					

Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
	Number of Students								
English language arts	1	6	1	1	5	3	1	2	6
Mathematics	1	5	2	1	5	3	1	8	
Science	2	6	1	1	4	4	1	1	7
History/social science		7	1	2	4	4	1	1	7

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

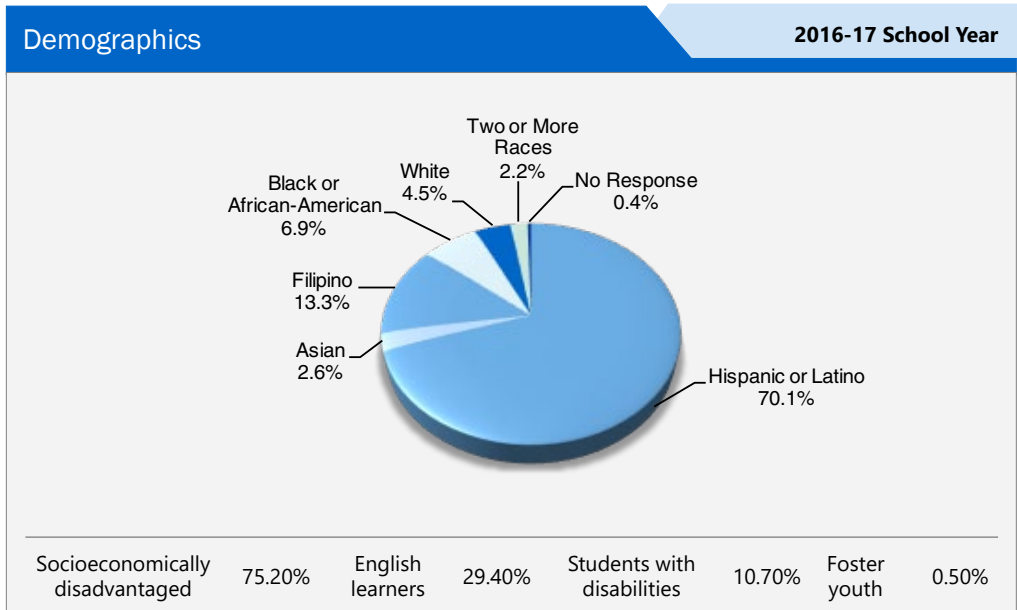| 2016-17 School Year	
Grade 5	
Four of six standards	19.1%
Five of six standards	20.4%
Six of six standards	27.0%
Grade 7	
Four of six standards	12.4%
Five of six standards	40.0%
Six of six standards	44.8%

"We are excited about being a part of the Compact for Success through San Diego State University."

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

Grade	Students
4	151
5	150
6	146
7	146
8	144

Enrollment by Student Group

The total enrollment at the school was 737 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2016-17 School Year

- Two or More Races 2.2%
- White 4.5%
- No Response 0.4%
- Black or African-American 6.9%
- Filipino 13.3%
- Asian 2.6%
- Hispanic or Latino 70.1%

Socioeconomically disadvantaged	75.20%	English learners	29.40%	Students with disabilities	10.70%
Foster youth	0.50%				

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

Ocean View Hills ES	14-15	15-16	16-17
Suspension rates	2.6%	1.3%	3.9%
Expulsion rates	0.0%	0.0%	0.0%

San Ysidro SD	14-15	15-16	16-17
Suspension rates	2.6%	3.9%	4.1%
Expulsion rates	0.0%	0.0%	0.0%

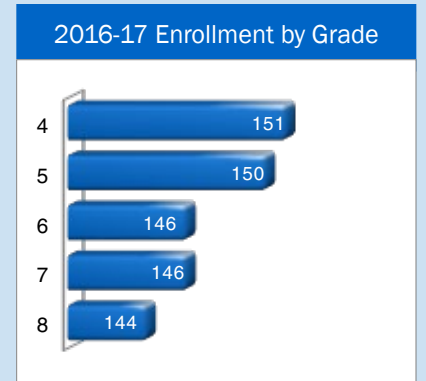| California	14-15	15-16	16-17
Suspension rates	3.8%	3.7%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

All curriculum and instructional improvement activities at San Ysidro School District are aligned to the California Common Core State Standards and frameworks. The district professional-development program provides opportunities for teachers and support staff to implement the district's core curriculum for all students, update subject-area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies for use in the classroom. Additionally, teachers and support staff have the opportunity to participate in conferences, districtwide professional development throughout the year focusing on Common Core State Standards implementation and specific training to support English language learners and students with special needs.

At the site level each year, targeted professional improvement activities are provided for teachers and support staff that reflect the specific school goals and objectives reflected in the school site plan such as: Principals' Power Clinics; Professional Learning Community (PLC); Grade Level Collaboration; Data Reflection Sessions; teacher on special assignment (TOSA) coaching sessions as well as various conferences and workshops, such as the Math Conference, Lift Teacher Leader Training, Kagan Collaboratives, Project Lead The Way (PLTW), EdTechTeacher and AVID teacher training.

Professional Development Days — Three-Year Data

	2015-16	2016-17	2017-18
Ocean View Hills ES	25 days	45 days	45 days

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	
	Ocean View Hills ES		San Ysidro SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	69%	68%	56%	45%	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	
	Ocean View Hills ES		San Ysidro SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	54%	56%	37%	37%	48%	48%
Mathematics	39%	41%	27%	27%	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	
	Ocean View Hills ES	San Ysidro SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of schools currently in Program Improvement		4
Percentage of schools currently in Program Improvement		57.10%

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 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 4-8.

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.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 4-8)

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	757	732	96.70%	55.74%
Male	384	373	97.14%	49.87%
Female	373	359	96.25%	61.84%
Black or African-American	57	56	98.25%	50.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	76.47%
Filipino	97	96	98.97%	81.25%
Hispanic or Latino	533	510	95.68%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	69.70%
Two or more races	16	16	100.00%	62.50%
Socioeconomically disadvantaged	550	537	97.64%	58.85%
English learners	369	347	94.04%	46.40%
Students with disabilities	90	87	96.67%	5.75%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	757	748	98.81%	41.18%
Male	384	379	98.70%	43.27%
Female	373	369	98.93%	39.02%
Black or African-American	57	56	98.25%	28.57%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	17	17	100.00%	35.29%
Filipino	97	97	100.00%	71.13%
Hispanic or Latino	533	525	98.50%	36.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	33	33	100.00%	48.48%
Two or more races	16	16	100.00%	43.75%
Socioeconomically disadvantaged	550	544	98.91%	44.12%
English learners	369	363	98.37%	33.61%
Students with disabilities	90	87	96.67%	5.75%
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

San Ysidro School District held a public hearing on September 14, 2017, determining sufficiency of instructional materials at all schools in the district. All schools were found to have sufficient and good-quality textbooks, instructional materials or science lab equipment pursuant to the settlement of Williams v. the State of California.

Students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers, and a recommendation is made to the board of trustees by a selection committee composed of teachers and administrators.

Textbooks and Instructional Materials List		2017-18 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	Houghton Mifflin Medallions (K-6)	2009-10
English Language Development	Houghton Mifflin Medallions (4-5)	2009-10
English Language Development	Thomson Heinle (6)	2005
Mathematics	*My Math*, McGraw-Hill (K-5)	2016-17
Mathematics	SpringBoard, CollegeBoard (6)	2016-17
Science/Health	Macmillan/McGraw-Hill (K-5)	2008-09
Science/Health	Prentice Hall (6)	2008-09
History/Social Science	Macmillan/McGraw-Hill (K-6)	2006-07

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	9/14/2017

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
Ocean View Hills ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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 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.

"Ocean View Hills embraces the philosophy that fosters a safe learning environment characterized by Pride, Respect, Intellect, Determination and Enthusiasm."

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	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	10/6/2017
Date of the most recent completion of the inspection form	10/6/2017

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		2017-18 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	Five computer countertops need to be replaced or fixed. A work order has been submitted.	December 2017
Electrical	A light fixture in the cafeteria needs to be installed. A work order has been submitted.	December 2017

School Facilities

Ocean View Hills Elementary School provides a safe, clean environment for students, staff and volunteers. The present school building opened its doors in January 2006 and consists of 47 classrooms, a multipurpose room (MPR), a library media center, two computer labs and a main office building. The safety of the students and staff is Ocean View Hills School's primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. All volunteers must complete a volunteer application.

The school site's emergency operations plan includes steps for ensuring student and staff safety during a disaster or emergency. Fire and earthquake drills are conducted once a month throughout the school year. Ocean View Hills has a full-time campus security officer and supervisors.

Cleaning Process

The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

Maintenance and Repair

A scheduled maintenance program is administered by Ocean View Hills Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by San Ysidro School District to ensure school grounds and facilities remain in excellent repair. A work-order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

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		
	San Ysidro SD	Ocean View Hills ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	226	29	29	38
Without a full credential	4	0	0	1
Teaching outside subject area of competence (with full credential)	2	1	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		
	Ocean View Hills ES		
Teachers	15-16	16-17	17-18
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	1	0	0
Vacant teacher positions	0	1	4

Types of Services Funded

San Ysidro School District received state and federal funding for the following categorical, special education and support programs:

Federal funds
- Lottery: Unrestricted
- Education Protection Account
- No Child Left Behind (NCLB): Title I, Part A
- Special Ed: IDEA Basic Local Assistance Entitlement
- Special Ed: IDEA Preschool Grants, Part B, Sec 619
- Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611

- Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611
- Special Ed: IDEA Preschool Staff Development, Part B, Sec 619
- NCLB: Title II, Part A, Teacher Quality
- NCLB: Title III, Immigrant Education Program
- NCLB: Title III, Limited English Proficiency (LEP) Student Program

State funds
- Educator Effectiveness funds
- Lottery: Instructional Materials
- Special Education: Assembly Bill (AB) 602

- Special Ed: State Mental Health Services
- 21st Century Community Learning Centers (CCLC) and After School Education and Safety (ASES) programs

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	1.00
Average number of students per academic counselor	736
Support Staff	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	0.00
Nurse	0.14 *
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
Other	FTE
Instructional lead (TOSA)	1.00
Local vocational nurse (LVN)	1.00
Campus security	1.00
Outreach Consultant	1.00
Assistant Principal	0.50

* 1 District Nurse to oversee all schools and is available for all students.

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	
	San Ysidro SD	**Similar Sized District**
Beginning teacher salary	$46,599	$47,034
Midrange teacher salary	$69,762	$73,126
Highest teacher salary	$92,159	$91,838
Average elementary school principal salary	$116,374	$116,119
Average middle school principal salary	$116,374	$119,610
Superintendent salary	$212,102	$178,388
Teacher salaries: percentage of budget	34%	37%
Administrative salaries: percentage of budget	6%	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	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Ocean View Hills ES	$4,453	$80,932
San Ysidro SD	$4,022	$77,304
California	$6,574	$74,194
School and district: percentage difference	+10.7%	+4.7%
School and California: percentage difference	-32.3%	+9.1%

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	$7,081
Expenditures per pupil from restricted sources	$2,628
Expenditures per pupil from unrestricted sources	$4,453
Annual average teacher salary	$80,932

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.