



# Sunset Elementary School

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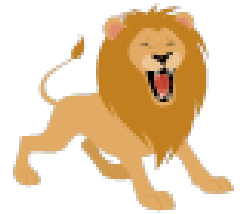
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Grades K-6  
CDS Code 37-68379-6093264

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# SARC

2016-17  
School Accountability  
Report Card  
Published in 2017-18



**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](http://www.sysdschools.org)

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

## Principal's Message

Welcome to Sunset Elementary School, a California Distinguished School. As principal, I am especially pleased to be part of a faculty and staff committed to providing the best possible education for every child. Sunset is located in the coastal community of San Ysidro, adjacent to the U.S.-Mexico border. Our teaching and learning is focused on meeting and exceeding the California Common Core State Standards for every child. The varied levels of instruction provide a framework to challenge advanced students and support those who may be struggling while creating a solid classroom experience for students learning at grade level. As we continue to grow, we will provide a safe and supportive learning environment that empowers students to become lifelong learners.

In accordance with Proposition 98, every school in California is required to issue a School Accountability Report Card (SARC). This report will provide you, parents and community members, with valuable information about our school's achievements, resources, students and staff. Since home, school and community unity and cooperation are keys to school success, we hope you will gain a better understanding of our school through the information provided in this report.

## School Mission Statement

**Sunset Elementary School: "A tradition of academic excellence"**

Our mission is to increase academic achievement for all students and prepare them for the opportunities of the 21st century through innovative, college-focused instruction. Parents, teachers and students will work together in a safe learning environment to ensure students' personal and academic success.

## Parental Involvement

Sunset Elementary School promotes active parent involvement and engagement, as it acknowledges the value of parents participating in their students' education. Parents assist the school by volunteering in classrooms and participating in the Parent Teacher Association, School Site Council, English Learner Advisory Committee and District Advisory Committee. Parents also attend monthly parent meetings with the principal, leadership seminars and parenting classes.

We encourage parents to become involved in school activities and programs in order to increase the academic success of their child. For more information on how to become involved, please contact Assistant Principal Erika Meza at (619) 428-1148.

## 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.

Sunset Elementary School places strong emphasis on safety for students and staff. Emergency plans are reviewed frequently. Annual training procedures and drills for earthquakes, fires, intruders and bus evacuations are held according to district requirements. Maintenance staff works with a scheduled preventive program to offset costly repairs. Staff models and reviews safe behaviors and practices with the students regularly. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2018.

## 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.

## 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.*



## School Board

**Rosaleah Pallasigue**  
President

**Irene Lopez**  
Vice president

**Marcos A. Diaz**  
Clerk

**Rodolfo Linares**  
Member

**Antonio Martinez**  
Member



*"Our teaching and learning is focused on meeting and exceeding the California Common Core State Standards for every child"*

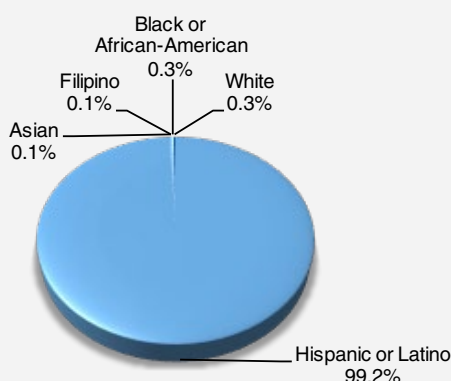


## Enrollment by Student Group

The total enrollment at the school was 777 students for the 2016-17 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

2016-17 School Year



Socioeconomically disadvantaged	92.70%	English learners	75.70%	Students with disabilities	7.60%	Foster youth	0.10%
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## 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

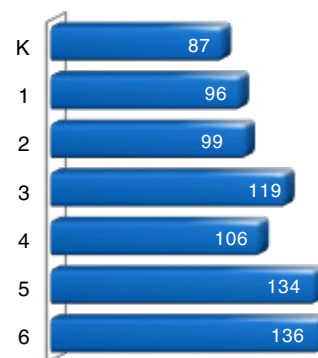
Three-Year Data

	2015-16	2016-17	2017-18
<b>Sunset ES</b>	25 days	45 days	45 days

## Enrollment by Grade

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

### 2016-17 Enrollment by Grade



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

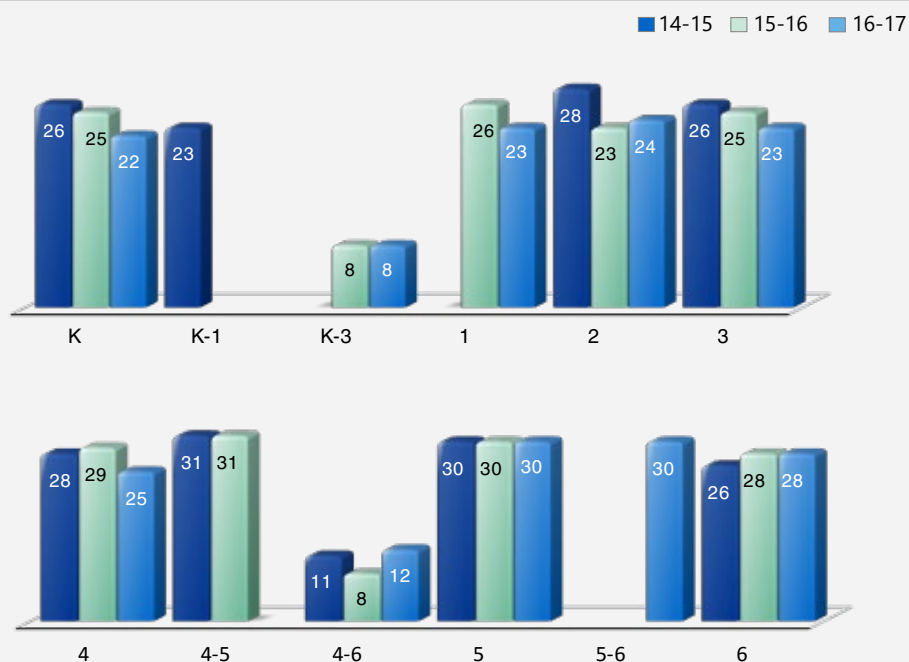
### Suspension and Expulsion Rates

Sunset ES			
	14-15	15-16	16-17
<b>Suspension rates</b>	1.0%	0.5%	0.8%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
San Ysidro SD			
	14-15	15-16	16-17
<b>Suspension rates</b>	2.6%	3.9%	4.1%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%
California			
	14-15	15-16	16-17
<b>Suspension rates</b>	3.8%	3.7%	3.6%
<b>Expulsion rates</b>	0.1%	0.1%	0.1%

## 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**


## 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/](http://www.cde.ca.gov/ta/tg/pf/).

### Number of Classrooms by Size

**Three-Year Data**

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

### Percentage of Students Meeting Fitness Standards

#### 2016-17 School Year

##### Grade 5

Four of six standards	13.0%
Five of six standards	12.2%
Six of six standards	11.5%



## 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	
	Sunset ES		San Ysidro SD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	40%	42%	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	
	Sunset ES		San Ysidro SD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	40%	34%	37%	37%	48%	48%
Mathematics	27%	23%	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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2017-18 School Year
	Sunset ES	San Ysidro SD
Program Improvement status	In PI	In PI
First year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	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](http://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 3-6.

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 3-6)

Percentage of Students Meeting or Exceeding State Standards				2016-17 School Year
<b>English Language Arts</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	514	489	95.14%	34.15%
Male	256	248	96.88%	33.47%
Female	258	241	93.41%	34.85%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	508	484	95.28%	34.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	497	478	96.18%	34.52%
English learners	460	436	94.78%	32.80%
Students with disabilities	35	32	91.43%	3.13%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	514	507	98.64%	22.88%
Male	256	253	98.83%	23.72%
Female	258	254	98.45%	22.05%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	508	501	98.62%	22.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	497	491	98.79%	23.22%
English learners	460	454	98.70%	21.81%
Students with disabilities	35	33	94.29%	3.03%
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 Medallion (K-6)	2009-10
Reading/Language Arts	Hampton-Brown/National Geographic (4-6)	2009
English Language Development	Houghton Mifflin Medallion (4-5)	2009-10
English Language Development	Rigby (K-1)	2004-05
English Language Development	Thomson Heinle (6)	2005
Mathematics	<i>My Math</i> , 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)	2006-07
History/Social Science	Macmillan/McGraw-Hill (K-6)	2006-07

## 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
Sunset ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	✧	
Foreign language	✧	
Health	✧	

✧ Not applicable.

## 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

## 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



*"As we continue to grow, we will provide a safe and supportive learning environment that empowers students to become lifelong learners."*



## 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	
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good	
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good	
<b>Electrical:</b> Electrical systems	Good	
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Good	
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Good	
<b>Structural:</b> Structural condition, roofs	Good	
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good	
<b>Overall summary of facility conditions</b>	Exemplary	
<b>Date of the most recent school site inspection</b>	10/4/2017	
<b>Date of the most recent completion of the inspection form</b>	10/4/2017	

## 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
<b>Systems</b>	The exhaust is not working properly in the boys' and girls' restrooms upstairs. A work order was generated for repair.	11/1/2017
<b>Interior</b>	The stained ceiling tile in Room 8 needs to be replaced. A work order was generated for repair.	11/1/2017
<b>External</b>	There is a window vibration when the door is closed in Room 22 classroom. A work order was generated for repair.	11/1/2017

## School Facilities

Sunset Elementary School provides a safe, clean environment for students, staff and volunteers. While the original school site was built in the 1940s, today Sunset has a brand-new school to house its 32 permanent classrooms, a computer lab, library, multipurpose room and administrative offices, encompassing a total of 71,977 square feet.

The safety of students and staff is a primary concern. All visitors must sign in at the front office and wear identification tags while on school grounds. School staff and administrators are on duty during recess, lunch, and before and after school to ensure the safety of all students. The school's disaster-preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

### 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. The principal works daily with custodians to develop sanitation schedules that maintain a clean, safe and functional learning environment.

### Maintenance and Repair

A scheduled maintenance program is administered by Sunset Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, San Ysidro School District administers a scheduled maintenance program 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. At the time of publication, 100 percent of toilets on campus were in good working order.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	San Ysidro SD	Sunset ES		
Teachers	17-18	15-16	16-17	17-18
With a full credential	226	34	32	29
Without a full credential	4	0	1	0
Teaching outside subject area of competence (with full credential)	2	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		
		Sunset ES		
Teachers		15-16	16-17	17-18
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	2

## 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

◇ Not applicable.

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



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2016-17 School Year

Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	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
Assistant principal	1.00
Health clerk	1.00
Outreach consultant	1.00
Campus security	1.00

## 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](http://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](http://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](http://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	
<b>Beginning teacher salary</b>	\$46,599	\$47,034	
<b>Midrange teacher salary</b>	\$69,762	\$73,126	
<b>Highest teacher salary</b>	\$92,159	\$91,838	
<b>Average elementary school principal salary</b>	\$116,374	\$116,119	
<b>Average middle school principal salary</b>	\$116,374	\$119,610	
<b>Superintendent salary</b>	\$212,102	\$178,388	
<b>Teacher salaries: percentage of budget</b>	34%	37%	
<b>Administrative salaries: percentage of budget</b>	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	
<b>Sunset ES</b>	\$4,043	\$81,096	
<b>San Ysidro SD</b>	\$4,022	\$77,304	
<b>California</b>	\$6,574	\$74,194	
<b>School and district: percentage difference</b>	+0.5%	+4.9%	
<b>School and California: percentage difference</b>	-38.5%	+9.3%	

## 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	
<b>Total expenditures per pupil</b>	\$6,737
<b>Expenditures per pupil from restricted sources</b>	\$2,694
<b>Expenditures per pupil from unrestricted sources</b>	\$4,043
<b>Annual average teacher salary</b>	\$81,096



## Expenditures Per Pupil

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

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

All data accurate as of November 2017.

## School Accountability Report Card

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