Solorsano Middle School

Maria Walker ▪ Principal
maria.walker@gilroyunified.org

7121 Grenache Way ▪ Gilroy, CA 95020
(408) 848-4121 ▪ http://asms.schoolloop.com

Grades 6-8
CDS Code 43-69484-0100990

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

SARC
2016-17
School Accountability
Report Card

Published in 2017-18

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

Principal's Message

Ascencion Solorsano Middle School's learning community envisions every student as a productive, responsible citizen who is a lifelong learner. Solorsano's mission is to set high academic and behavioral expectations that will lead all students to successful educational, social, emotional and character development. Solorsano fosters a climate of mutual respect honoring the uniqueness of each student and the diversity of cultures. Our current enrollment of 875 students is 68 percent Hispanic. Twenty percent of our student population are English learners, and 55 percent qualify for the national free and reduced-price lunch program.

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

The 2016-17 school year was the first year of CPM, our adopted math text, for middle school. Our English language arts (ELA) team had a textbook pilot year with implementation of a new ELA textbook adoption for the 2017-18 school year. The adoption committee chose StudySync as the new ELA adopted curriculum for middle school. The math and ELA adoptions provide a rigorous curriculum with a strong emphasis on technology. We continue to give benchmark assessments in math and English language arts with a continued focus of alignment with the Common Core State Standards. We have flexibility with student placement allowing students the opportunity to move to a more appropriate class if necessary, always keeping in mind the academic needs of students. Solorsano has become a true Professional Learning Community. Grade levels meet weekly to lesson plan, share strategies and look at assessment data (common assessments both formative and summative and benchmark data).

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

School Safety

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

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

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

The Gilroy Unified School District has partnered with the Gilroy Police Department to provide two safety resource officers (SROs) for district schools. Ascencion Solorsano Middle School shares an SRO with one of our comprehensive high schools, providing support to students and staff and adding another component to campus safety. Ascencion Solorsano administration meets with police and all Gilroy Unified secondary administrators on a monthly basis to discuss trends and patterns of student behavior that could have an adverse effect on school safety. During these meetings, the SRO provided informative presentations regarding current trends, such as gangs, drugs, graffiti, etc. Our school site is equipped with an external camera surveillance system, and the district installed new perimeter fencing during the summer of 2016 providing another layer of safety for students and staff.

District Mission Statement

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

EXCELLENCE: IT TAKES EVERYONE!
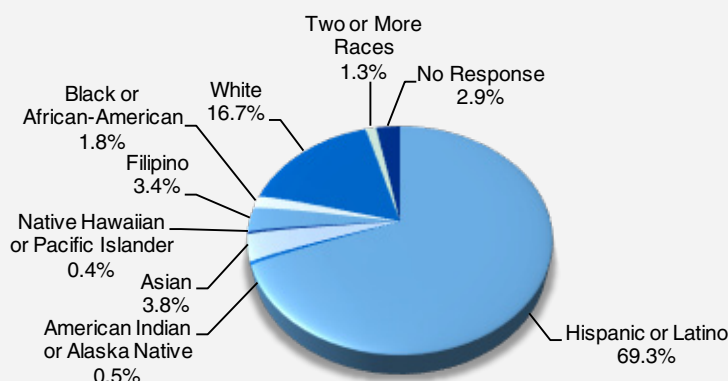
Governing Board

Heather Bass

Mark Good

Patricia Midtgaard

James Pace

Linda Piceno

Jaime Rosso

B. C. Doyle

Enrollment by Student Group

The total enrollment at the school was 851 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 1.3%
No Response 2.9%
White 16.7%
Black or African-American 1.8%
Filipino 3.4%
Native Hawaiian or Pacific Islander 0.4%
Asian 3.8%
American Indian or Alaska Native 0.5%
Hispanic or Latino 69.3%

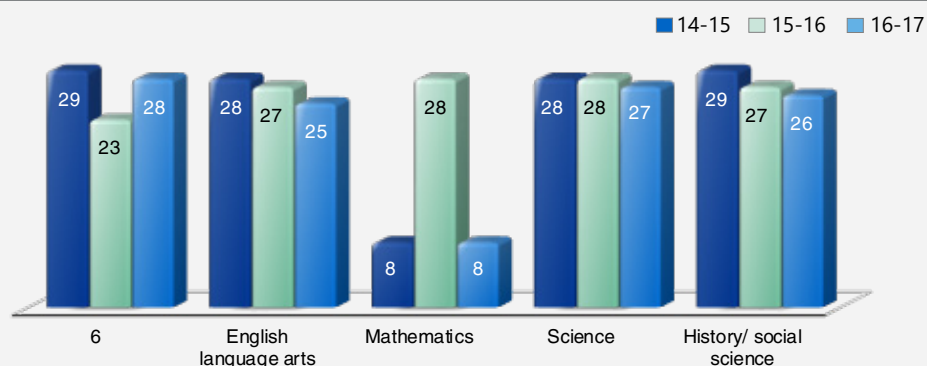| Socioeconomically disadvantaged	62.60%	English learners	19.60%	Students with disabilities	14.30%	Foster youth	0.10%

Class Size Distribution

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

Average Class Size — Three-Year Data

Legend: 14-15, 15-16, 16-17

Subject	14-15	15-16	16-17
6	29	23	28
English language arts	28	27	25
Mathematics	28	8	8
Science	28	28	27
History/ social science	29	27	26

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+
6	1	39	22	24	37	1	1	17	
Subject	**Number of Students**								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	7	18	16	12	36	10		19	6
Mathematics	4			10	28	16		20	10
Science	4	6	10	3	19	8	5	8	3
History/social science	2	9	8	4	17	5	1	10	4

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
6	285
7	258
8	308
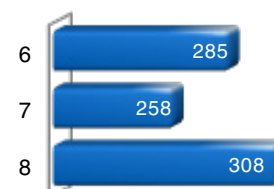
Suspensions and Expulsions

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

Suspension and Expulsion Rates

Solorsano MS

	14-15	15-16	16-17
Suspension rates	3.8%	6.3%	6.4%
Expulsion rates	0.2%	0.0%	0.1%

Gilroy USD

	14-15	15-16	16-17
Suspension rates	4.0%	3.3%	3.9%
Expulsion rates	0.2%	0.1%	0.1%

California

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

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

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

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

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data
	Solorsano MS		Gilroy USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
Science	70%	66%	60%	56%	56%	54%

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data
	Solorsano MS		Gilroy USD		California	
Subject	15-16	16-17	15-16	16-17	15-16	16-17
English language arts/literacy	55%	51%	49%	49%	48%	48%
Mathematics	43%	46%	40%	42%	36%	37%

Federal Intervention Program

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

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

Federal Intervention Program	2017-18 School Year	
	Solorsano MS	Gilroy USD
Program Improvement status	In PI	In PI
First year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of schools currently in Program Improvement		10
Percentage of schools currently in Program Improvement		90.90%

California Assessment of Student Performance and Progress (CAASPP)

For the 2016-17 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and math in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6-8.

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

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

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

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	844	826	97.87%	50.85%
Male	465	455	97.85%	47.47%
Female	379	371	97.89%	55.01%
Black or African-American	15	15	100.00%	73.33%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	31	30	96.77%	86.67%
Filipino	28	27	96.43%	85.19%
Hispanic or Latino	578	569	98.44%	41.09%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	144	138	95.83%	71.01%
Two or more races	15	14	93.33%	64.29%
Socioeconomically disadvantaged	518	508	98.07%	38.14%
English learners	303	297	98.02%	31.65%
Students with disabilities	116	112	96.55%	14.29%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	845	831	98.34%	46.21%
Male	466	459	98.50%	42.92%
Female	379	372	98.15%	50.27%
Black or African-American	15	15	100.00%	80.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	31	30	96.77%	83.33%
Filipino	28	27	96.43%	74.07%
Hispanic or Latino	579	573	98.96%	37.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	144	139	96.53%	59.71%
Two or more races	15	14	93.33%	71.43%
Socioeconomically disadvantaged	519	512	98.65%	33.79%
English learners	304	301	99.01%	26.58%
Students with disabilities	117	113	96.58%	12.39%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

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

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

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

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

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

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

Textbooks and Instructional Materials List		2017-18 School Year
Subject	**Textbook**	**Adopted**
Reading	*Literature & Language Arts*; Holt, Rinehart and Winston	2003
Reading	*Read 180*, Scholastic	2007
Reading	*Inside California*; Hampton-Brown, National Geographic	2009
Mathematics	*California Middle School Mathematics: Concepts and Skills*, McDougal Littell	2008
Science	*California Science Series*, McDougal Littell	2007
History/social science	*Discovering Our Past*, Glencoe (BMS/SVMS)	2006
History/social science	*History Alive!*, TCI Glencoe (ASMS)	2006

Quality of Textbooks

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

Quality of Textbooks	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

Parental Involvement

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

For more information on how to become involved at the school, please contact Michelle Griffin, Parent Club president, at (408) 848-4121 or asmspresident@gmail.com.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject	
2017-18 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2017-18 School Year	
Data collection date	10/5/2017

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.

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	Fair
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	10/25/2017
Date of the most recent completion of the inspection form	10/30/2017

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**
Systems	Main sewer line has poor slope and requires service twice yearly. Ongoing service twice yearly.	Ongoing.
Structural	Roof gutters leak at every seam. Budget and plans are being developed to address the issue	August 2019
External	Parking Lot defect and damage. Budget and plans are being developed to address the issues.	August 2020

School Facilities

Ascencion Solorsano Middle School opened in the 2003-04 school year and our facilities are still in pretty good shape. Our Parent Club added 25 benches to our campus in 2006-07. We have also added 10 portable classrooms, two portable locker rooms and a portable bathroom complex to our campus. Our school features 45 classrooms, and we have a gym, multipurpose room, athletic field, library and three computer labs. Our computer labs are used for district testing, and teacher/student use.

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

We have 277 computers available for student use, which means that on average there is one computer for every four students. There are 40 classrooms connected to the internet. We currently have 17 Chromebook carts at Solorsano, with a Chromebook cart for every group of three classrooms.

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

School Facilities

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

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

With our perimeter fence and a new camera surveillance system, we've added an additional layer to our campus security.
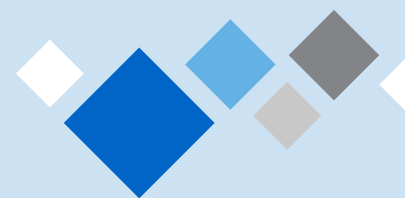
California Physical Fitness Test

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 7	
Four of six standards	22.7%
Five of six standards	19.4%
Six of six standards	8.5%

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data		
	Gilroy USD	Solorsano MS		
Teachers	**17-18**	**15-16**	**16-17**	**17-18**
With a full credential	496	39	35	38
Without a full credential	32	0	1	0
Teaching outside subject area of competence (with full credential)	0	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		
	Solorsano MS		
Teachers	**15-16**	**16-17**	**17-18**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

Staff development activities occur on-site, and teachers attend classes or conferences to meet their individual needs with a district focus on English language learners. In addition, we provide four early release days that enable teachers to meet with their grade-level teams, departments, and with cohorts at other middle schools.

Some of the professional development last year included working with the Santa Clara County Office of Education on Common Core State Standards and implementation, and our math teachers participating in the Silicon Valley Mathematics Initiative.

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

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

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

Professional Development Days	Three-Year Data		
	2015-16	**2016-17**	**2017-18**
Solorsano MS	3 days	3 days	3 days

✧ Not applicable.

Types of Services Funded

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

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	0.0
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	2.0
Career development counselor	0.0
Library media teacher (librarian)	✧
Library media services staff (paraprofessional)	✧
Psychologist	0.4
Social worker	✧
Nurse	0.4
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	3.0
Other	**FTE**
Library clerk	0.5
Assessment paraprofessional	1.0

Financial Data

The financial data displayed in this SARC is from the 2015-16 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2015-16 Fiscal Year	
	Gilroy USD	**Similar Sized District**
Beginning teacher salary	$49,748	$48,522
Midrange teacher salary	$73,285	$75,065
Highest teacher salary	$93,101	$94,688
Average elementary school principal salary	$127,507	$119,876
Average middle school principal salary	$136,790	$126,749
Average high school principal salary	$145,040	$135,830
Superintendent salary	$215,416	$232,390
Teacher salaries: percentage of budget	37%	37%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

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

Financial Data Comparison	2015-16 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Solorsano MS	$5,873	$97,116
Gilroy USD	$7,417	$88,493
California	$6,574	$77,824
School and district: percentage difference	-20.8%	+9.7%
School and California: percentage difference	-10.7%	+24.8%

School Mission Statement

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

School 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	$7,488
Expenditures per pupil from restricted sources	$1,616
Expenditures per pupil from unrestricted sources	$5,873
Annual average teacher salary	$97,116

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.