

# SARC School Accountability Report Card 2018-19

Published in 2019-20



## Le Grand Elementary School

*Small school...BIG dreams!*

Grades K-8  
CDS Code 24-65722-6025498

Scott M. Borba  
Superintendent/Principal  
sborba@lgelm.org

13071 East Le Grand Road  
Le Grand, CA 95333  
(209) 389-1040

[www.legrand.k12.ca.us](http://www.legrand.k12.ca.us)

Para español, visita [www.legrand.k12.ca.us](http://www.legrand.k12.ca.us)



## Le Grand Union Elementary School District

13071 East Le Grand Road Le Grand, CA 95333 ▪ (209) 389-4515 ▪ [www.legrand.k12.ca.us](http://www.legrand.k12.ca.us)



## Principal's Message

At Le Grand Elementary School, we strive to prepare all students for the 21st-century demands of college and career. We do so in a learning environment that is safe and positive and values respect and responsibility.

Our staff works hard daily to provide a rigorous academic curriculum supported by supplemental assistance to students who are achieving below grade level. In addition, we offer a variety of extracurricular activities to meet the vast interests of our student body and highly encourage all students to become involved.

Preparing our scholars for the demands of college and career in the 21st-century are a top priority. Beginning in grade three, all students are learning the basics of computer programming in order to prepare them for work in the computer science field. Additionally, students in grades six through eight have access to robotics and the Le Grand Student Space Initiative, a partnership with Stanford University where together we inch closer and closer to space through weather balloon technology.

We have been trained in and work together to implement a schoolwide behavioral support system called Positive Behavioral Interventions and Supports (PBIS). PBIS establishes a social culture and individualizes the behavioral supports for each student.

We believe that staff, students and parents are a team, and by working together, we can strive toward meeting our goals. We encourage parents to be actively involved in their child's education. We truly believe that your involvement will have a lasting impact. We welcome you and encourage you to participate in as many activities as possible.

We might be a small school...but we have BIG dreams!

## Core Values

In the Le Grand Union Elementary School District, we value our...

### Scholars -

We believe all scholars should feel safe and cared for.

We believe all scholars can learn at high levels.

We believe all scholars should have the opportunity to expand and enrich their learning.

We believe all scholars have unique needs and strengths that need to be addressed.

### Staff -

We believe all staff members should feel safe and cared for.

We believe all staff members should be treated with, and treat others with, fairness and respect.

We believe all staff members should be highly trained and proficient.

We believe all staff members are a valued member of this learning community.

### Community -

We value the vital role of the parent/guardian as their child's first and most important teacher.

We value the cultures and traditions of our community.

We value accessibility and open communication.

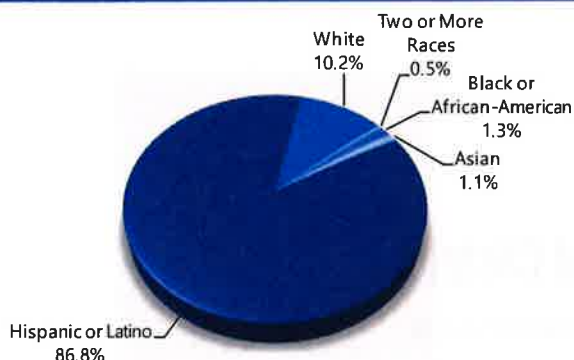
We value partnerships with our community.

## Enrollment by Student Group

The total enrollment at the school was 371 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

### 2018-19 School Year



Socioeconomically disadvantaged	74.40%
English learners	43.40%
Students with disabilities	6.20%
Foster youth	0.50%
Homeless	0.00%



## 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

A Community Committed to Nurturing Confident Scholars.

## District Vision Statement

Le Grand Union Elementary School District is a community of highly trained professionals committed to ensuring every scholar is adequately prepared for college and/or career by providing engaging and relevant instruction in a safe and nurturing environment.



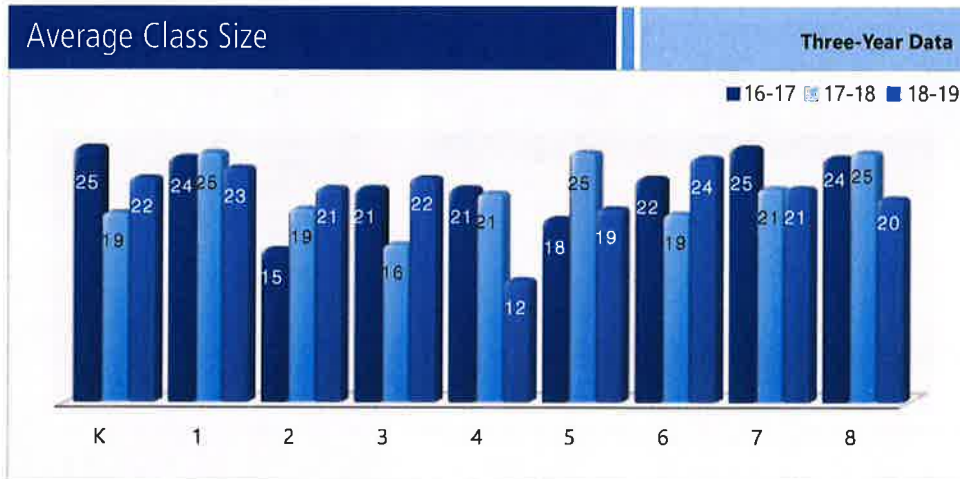
## Governing Board

Domingo Flores, President  
Adam Shasky, Clerk  
Dave Heinrichs, Member  
Roger Valladao, Member  
Freddie Chavez, Member



## Class Size Distribution

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



Number of Classrooms by Size				Three-Year Data					
Grade	2016-17			2017-18			2018-19		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	2		3				2	
1		1			2			2	
2	2			2			1	1	
3	1	1		2				2	
4		2			2		2		
5	2				2		2		
6	1	1		2				2	
7		2			2			2	
8		2			2		1	1	

## School Safety

Student and staff safety is a primary concern of Le Grand Union Elementary School. Through the curriculum, instruction, and discipline policies students are provided both a safe and positive learning environment. Le Grand Elementary School maintains an excellent rapport with the Merced County Sheriff's department in issues of campus safety. The campus is properly supervised before and after school, and during breaks by teachers, administrators, and the campus supervisors.

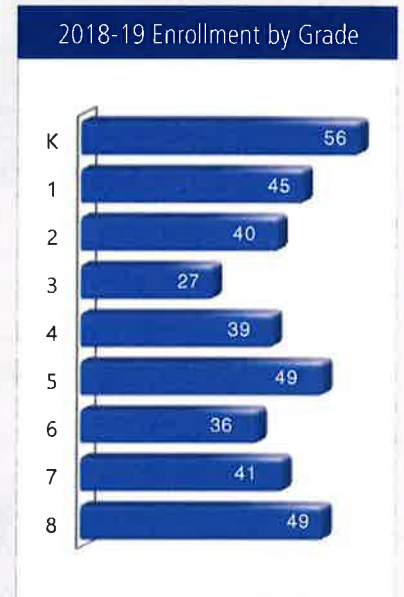
California Education Code Section 32286 requires our school site to review and update its school safety plan, which must be developed and written by a School Site Council (SSC) or its designated Safety Planning Committee in collaboration with teachers, classified staff, parents, and first responders to ensure we are up-to-date and complete. Our plan contains policies and procedures addressing critical issues including: disaster preparedness; crisis response; mental and physical health; earthquake emergencies; school learning environment; discipline, suspension, and/or expulsion; hate crime reporting; child abuse reporting; release of a pesticide or toxic substance; and more.

Emphasis on the importance of including mental health programs in the school safety plans has increased over recent years. SSCs and/or Safety Planning Committees have worked with county mental health program providers to develop policies to refer children who may have mental health issues to the appropriate services. Partnerships between Le Grand Elementary, families, and our community can help address the mental health needs of students as a strategy in school safety planning.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2019.

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## 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			
Le Grand ES			
	16-17	17-18	18-19
Suspension rates	0.5%	1.7%	5.1%
Expulsion rates	0.2%	0.0%	0.0%
Le Grand Union ESD			
	16-17	17-18	18-19
Suspension rates	0.5%	1.7%	5.1%
Expulsion rates	0.2%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Le Grand ES		Le Grand Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (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	
	Le Grand ES		Le Grand Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	35%	29%	35%	29%	50%	51%
Mathematics	27%	24%	27%	24%	38%	40%

## 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).

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Le Grand ES	
		Grade 5	Grade 7
Four of six standards		23.7%	12.2%
Five of six standards		15.8%	19.5%
Six of six standards		15.8%	17.1%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 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 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 3–8.

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 (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	238	236	99.16%	0.84%	29.24%
Male	119	119	100.00%	0.00%	20.17%
Female	119	117	98.32%	1.68%	38.46%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	202	201	99.50%	0.50%	28.36%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	28	28	100.00%	0.00%	35.71%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	174	173	99.43%	0.57%	26.01%
English learners	110	108	98.18%	1.82%	24.07%
Students with disabilities	20	20	100.00%	0.00%	10.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.



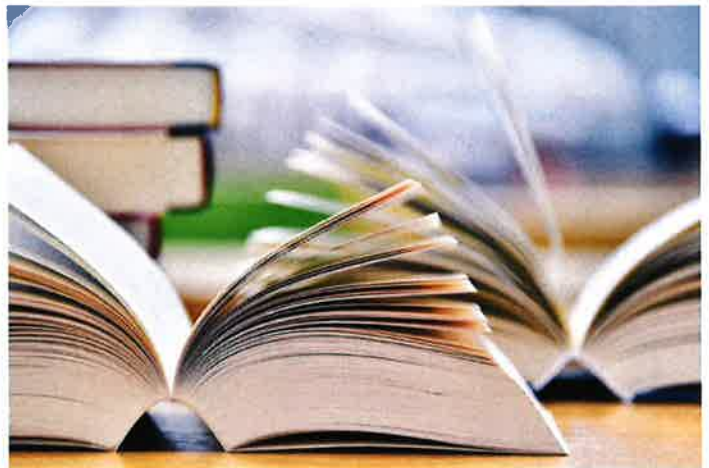




## CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	240	238	99.17%	0.83%	24.37%
Male	120	119	99.17%	0.83%	21.85%
Female	120	119	99.17%	0.83%	26.89%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	204	202	99.02%	0.98%	23.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	28	28	100.00%	0.00%	28.57%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	176	174	98.86%	1.14%	21.26%
English learners	112	110	98.21%	1.79%	16.36%
Students with disabilities	20	20	100.00%	0.00%	5.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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

Pursuant to the settlement of Williams vs. the State of California, Le Grand Union Elementary School thoroughly inspected each of its classrooms at the start of the 2019-20 school year to determine whether or not each class had sufficient and good quality textbooks and instructional materials. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education.

All textbooks at Le Grand Union Elementary School are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards-aligned textbooks and instructional materials.

Main textbooks utilized within the district are listed below.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
Reading/language arts	Treasures, Macmillan/McGraw-Hill (K-6)	2010	
Mathematics	Houghton Mifflin Harcourt, Go Math! (K-8)	2018	
Science	Macmillan/McGraw-Hill	2008	
Science	Holt (6-8)	2008	
History/social science	Studies Weekly (K-8)	2019	

## 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		2019-20 School Year
Le Grand ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		◇
Foreign language		◇
Health		◇

## 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.

◇ Not applicable.

## Quality of Textbooks

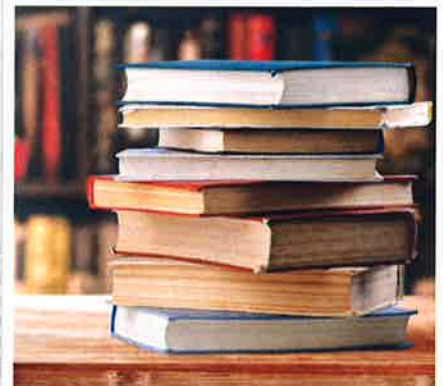
The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 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	
2019-20 School Year	
Data collection date	8/13/2019







## 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		2019-20 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)		Poor
<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		Fair
<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>		Fair
<b>Date of the most recent school site inspection</b>		8/12/2019
<b>Date of the most recent completion of the inspection form</b>		8/12/2019

## 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		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
<b>Interior</b>	Walls peeling in portable classrooms. Replaced wall boards.	December 2019
<b>Cleanliness</b>	HVAC vents in some classrooms need cleaning. Vents cleaned.	August 2019
<b>Safety</b>	Fire extinguisher label missing in rooms 16 & 17 as well as kitchen, and STEM Lab. Labels attached to fire extinguishers and inspected by fire dept. No exit sign in Room 23. Exit sign installed in Room 23.	October 2019

## Parental Involvement

Le Grand Elementary parents have numerous opportunities to be involved in the school. Parents have access to the school website, app, and social media accounts where photos of events and announcements are posted daily. Additionally, parents can serve on the English Language Advisory Council (ELAC), School Site Council (SSC) and Parent Booster Club. Parent workshops are offered monthly where parents and students are invited to create a craft and listen to experts in the areas of study skills, bullying, proactive parenting strategies, and helping your child with homework, just to name a few. Parent support classes are offered periodically through the school counselors office designed to target specific skills necessary to help students and families thrive. Finally, family engagement activities occur monthly. Events such as Back-to-School Night, Trunk-or-Treat, Movie Nights, Craft Nights, Winter Festival, and Open House, are designed to provide families an opportunity to interact with other families and school staff in a more informal setting. Le Grand Union Elementary School District is the center of town and we value our families and communities greatly. Parents are always welcome! Contact parent club president, Patricia Zarate through the school office at (209) 389-4515.

## School Facilities

Le Grand Elementary School was built in 1953. On an average day, 400 students and staff occupy our school. The overall condition of our buildings is good. Our school grounds are well-groomed, and our front parking lot was recently paved. We employ seven janitorial staff members who work during and after school hours. Our classrooms, maintenance buildings, projects office, and staff workroom have ample shelving and storage, and our portable classrooms are in moderate condition. Most portables have new roofs. Our campus includes an updated security system. Light filters in the new library/multimedia center provide excellent lighting, while classroom lighting is sufficient. The boys' and girls' primary restrooms are in good repair.

The district has a security gate installed at the front of the school and has updated and expanded the video security monitoring system. The district encourages attendance for all students. Students who earn perfect attendance monthly are rewarded with a perfect attendance party. Being respectful and responsible are traits expected of all students. Students are rewarded with Viking shields when they are caught being respectful and responsible. The school library is open daily. Classrooms in grades K-6 have scheduled weekly visits. Grades 7-8 schedule visits as needed. Our automated system allows students, parents and staff to locate books, videos, e-books and teacher resources. We allocate funds to improve the library collection each year.

We have 400 Chromebooks available for student use, which means that, on average, there is one device for every student. There are 19 classrooms connected to the internet. Students have access to Google Apps and PowerPoint programs and the Waterford, which helps with reading, math, Science and English.

The ACES afterschool for Education program provides a safe afternoon environment and offers homework help, tutorials and enrichment classes.







## 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		
	Le Grand Union ESD	Le Grand ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	15	18	15	15
Without a full credential	2	0	3	2
Teaching outside subject area of competence (with full credential)	2	0	3	2

## 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		
		Le Grand ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	3	2
Total teacher misassignments		0	3	2
Vacant teacher positions		0	0	0

## Professional Development

The primary area of focus for staff development at Le Grand Elementary School is the implementation of Professional Learning Communities (PLCs). A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. We believe through the implementation of PLCs, Le Grand scholars will experience a more personalized learning experience driven by their individual achievement levels.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		5	5	4



## 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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	0.25
Social worker	0.00
Nurse	0.06
Speech/language/hearing specialist	0.26
Resource specialist (nonteaching)	1.00





## Financial Data

The financial data displayed in this SARC is from the 2017-18 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.

Salary Data	2017-18 Fiscal Year	
	Le Grand Union ESD	Similar Sized District
Beginning teacher salary	\$48,401	\$45,252
Midrange teacher salary	\$69,289	\$65,210
Highest teacher salary	\$83,333	\$84,472
Average elementary school principal salary	⊕	\$107,614
Superintendent salary	\$190,328	\$124,686
Teacher salaries: percentage of budget	31%	31%
Administrative salaries: percentage of budget	6%	7%

## 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	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Le Grand ES	\$10,780	\$75,083
Le Grand Union ESD	\$10,780	\$75,083
California	\$7,507	\$64,941
School and district: percentage difference	◆	◆
School and California: percentage difference	+43.6%	+15.6%

⊕ The principal and superintendent are combined as one position.

◆ The percentage difference does not apply to single-site districts.

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

All data accurate as of December 2019.

## Types of Services Funded

The Le Grand Elementary Parents Club network holds fundraisers to support our programs. The club's main fundraiser supports our field trips, athletic programs, outdoor education camp, Academic Pentathlon, and a variety of other projects.

Unrestricted sources fund the basic programs. Teacher salaries, instructional materials and basic operating expenses are paid for with these funds. Restricted funds are used to provide supplemental services such as reading tutorial from the reading specialist, instructional aides in the classrooms and after-school academic tutoring.

## 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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$14,058
Expenditures per pupil from restricted sources	\$3,278
Expenditures per pupil from unrestricted sources	\$10,780
Annual average teacher salary	\$75,083

## 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.

## School Accountability Report Card

PUBLISHED BY:

**SIA** School  
Innovations  
& Achievement  
[www.sia-us.com](http://www.sia-us.com) | 800.487.9234