

Big Valley Elementary School

Grades K-6
CDS Code 18-64089-6010698

Paula Silva
Superintendent/Principal
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Big Valley Joint Unified School District

400 Bridge Street | Bieber, CA 96009 | (530) 294-5231 | www.bigvalleyschool.org



Principal's Message

Big Valley Elementary School (BVES) is a highly effective place for children to learn. The staff is dedicated to teaching a meaningful and thought-provoking curriculum to all students. The basic curriculum has embraced the Common Core State Standards with all collective work focused on that end. The school is located in Bieber and serves the people of Big Valley in the northeastern corner of California. Adin, Lookout and Nubieber are other communities within the valley where people send their students to Big Valley Elementary School.

BVES offers education for grade K-6 students. Our highly qualified staff is committed to providing our students with the skills necessary to be successful learners, while emphasizing the highest standards of good citizenship on the part of every student.

Our highly trained cafeteria staff serves homemade nutritious meals for breakfast and lunch daily, teaches nutrition, and elicits student feedback in menu planning. We also provide free and reduced-price breakfast and lunch for qualifying families. All school district meals are prepared in a kitchen at the school.

Special programs are available for students with specific needs. There is also an after-school program operated by the Lassen County Office of Education, which is open to students in grades K-9.

Over the summer (June) 2019, the District worked with the Big Valley Elementary Parent Club to fund playground equipment. The piece will be installed in the fall of 2019. The playground structure allows children ages 5-12 years to develop social skills through physical activity. Over the summer of 2015, BVES saw extensive remodeling and upgrading. The site has an updated fire detection system, new bell system and an upgraded HVAC system. The K-2 wing has brand-new restrooms for both the staff and the students. The multipurpose room is used for indoor recess, P.E. and lunch service, and its lights were replaced with energy-efficient lighting.

Our active School Site Council (SSC) approves state expenditures for compliance with legal regulations for consolidated programs and guidance for student programs. BVES's technology plan has begun to replace older computers. Students have access to Chromebooks, so our students will be infused with a variety of technologies in their daily lives and develop the interpersonal skills to work with others to be productive members of a team. Students in grades K-3 are using tablets.

Our Big Valley Elementary Parent Club supports the students, teachers and the school by fundraisers and providing enrichment activities, such as the Read-a-thon, field trips, and a couple dramatic performances. Parents are encouraged to be actively involved in their children's education by volunteering in the classrooms, on class trips and at special functions. Other volunteer opportunities for parents include athletics, school board, SSC, tutoring and other special projects.

Parental Involvement

Big Valley Elementary School encourages parents to be active in their child's education and has many opportunities for parent involvement. Parent conferences are held at the end of each of the grading periods and as requested by parents or staff. As a Title I school, we encourage parent involvement in all aspects of their child's school experience. Parents enjoy volunteering with our BV Cardinals Parent Club and serve on the School Site Council. Parents are welcome to visit the school and are encouraged to volunteer in the classrooms to help all students, serve as a resource to classes, present at assemblies, make presentations for classes, and are an integral part of our school family. Back-to-school night and open house are offered during the school year.

Parents who are interested in visiting the school site or helping with programs or activities may contact Superintendent/Principal Paula Silva at (530) 294-5231, extension 6201 or psilva@bigvalleyschool.org.

School Safety

In 2018-2019, Big Valley Elementary School provides a safe and orderly setting that promotes student learning. All Big Valley staff participated in Crisis Prevention Institute (CPI) Training in mid-August. The school safety plan incorporates the ALICE components for safe schools. In 2019-2020, all staff received training in Nonviolent Crisis Intervention (CPI). This proactive approach helps staff prevent student behaviors from reaching crisis level. Additionally, teachers and administrators are visibly present during break and lunchtime to ensure a secure environment. Administration and staff are represented at all student extracurricular activities. The student handbook clearly outlines school rules, attendance policies and behavioral expectations. The school safety plan is reviewed and updated as a part of the in-service activities provided to staff before the start of each school year. It was last reviewed in November 2019, and will be again on an ongoing basis throughout the school year.

Emergency drills are conducted as required by the California Education Code. Building safety codes comply with fire marshal codes and are reviewed periodically. BVES holds fire drills monthly. Discussions concerning school safety are ongoing, and will continue throughout the remainder of the school year. Any reported problems are reviewed by the district's safety committee and are addressed.

No emergency-facilities needs currently exist. Telephones in every classroom provide a safety factor not available in the past.



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

We encourage students to become lifelong learners by providing strong, yet accommodating, academic programs. Through the cooperative efforts of staff, students, parents and our community, the mission of Big Valley Joint Unified School District (BVJUSD) is to ensure a safe and caring environment and to provide every student the opportunity to graduate as a responsible, confident citizen. We will create opportunities for each student to cultivate his or her utmost potential successfully.



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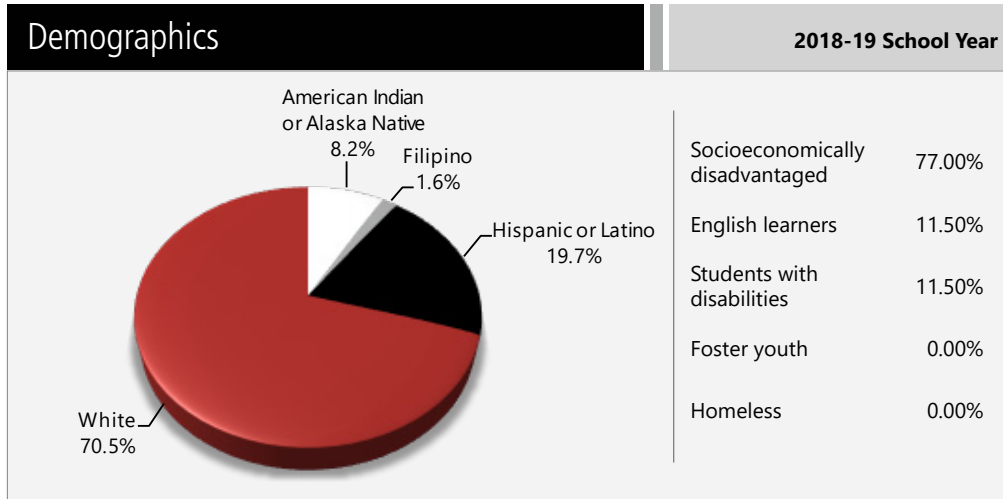
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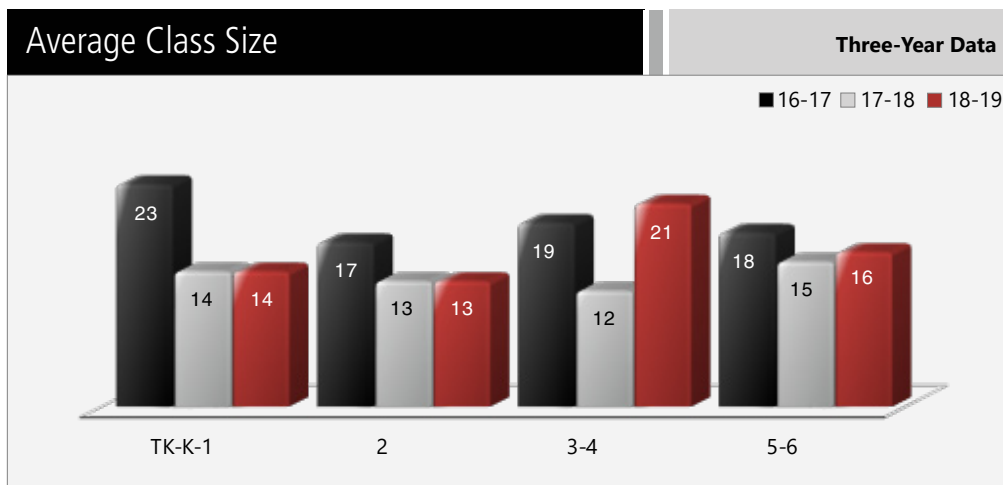
Enrollment by Student Group

The total enrollment at the school was 61 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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.

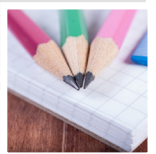
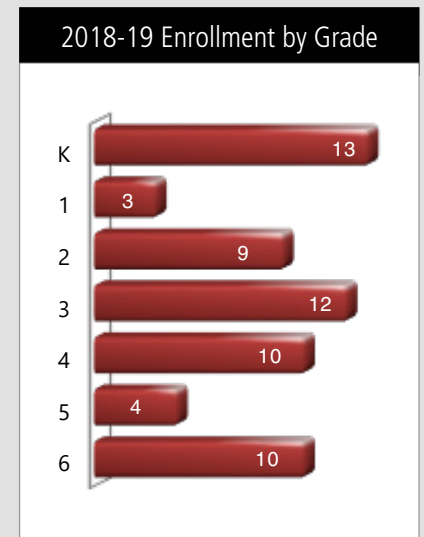


Number of Classrooms by Size **Three-Year Data**

Grade	Number of Students								
	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K-1		1		1			1		
1-2							1		
2	1			1					
3-4	1			1				1	
5-6	1			1			1		

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

Big Valley ES			
	16-17	17-18	18-19
Suspension rates	7.9%	2.9%	9.9%
Expulsion rates	0.0%	0.0%	0.0%
Big Valley JUSD			
	16-17	17-18	18-19
Suspension rates	13.9%	5.7%	11.0%
Expulsion rates	0.0%	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	
	Big Valley ES		Big Valley JUSD		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	
	Big Valley ES		Big Valley JUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	21%	30%	22%	34%	50%	51%
Mathematics	14%	30%	7%	22%	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.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Big Valley ES
		Grade 5
Four of six standards		✧
Five of six standards		✧
Six of six standards		✧

✧ Not applicable.

❖ 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.

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.



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 3-6.

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 (grades 3-6)

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	38	37	97.37%	2.63%	29.73%
Male	15	15	100.00%	0.00%	20.00%
Female	23	22	95.65%	4.35%	36.36%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	30	30	100.00%	0.00%	33.33%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	29	28	96.55%	3.45%	21.43%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
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.

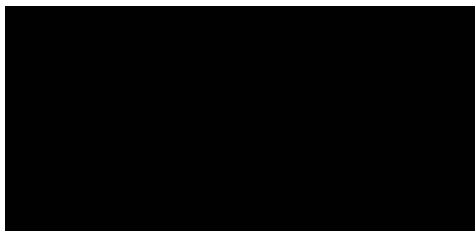
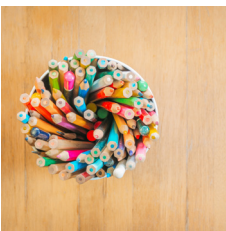
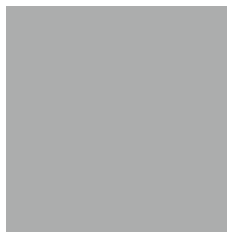




CAASPP Results by Student Group: Mathematics (grades 3-6)

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	38	37	97.37%	2.63%	29.73%
Male	15	15	100.00%	0.00%	13.33%
Female	23	22	95.65%	4.35%	40.91%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	30	30	100.00%	0.00%	30.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	29	28	96.55%	3.45%	21.43%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
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

Textbooks and curriculum are routinely evaluated for relevance and alignment with Common Core State Standards and current best practices. The textbooks are from the most recent state-adopted list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. In addition, we have utilized online resources and other curricular resources to expand our course offerings. The BVJUSD school board approved McGraw-Hill textbooks for K-12 at its June 2016 meeting. Our math curriculum was adopted in 2018-19.

Every student has access to their own textbooks and instructional materials to use in the classroom and to take home. In addition, students have been issued Chromebooks in order to access online resources. Our last public hearing in September 2019 covered both the sufficiency of instructional materials and Common Core.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading language arts	New Wonders (K-5)	2016
Reading language arts	StudySync (6)	2016
Mathematics	Math Expressions (K-6)	2014
Science	<i>Focus on Earth Science</i> , Glencoe (6)	2007
Science	Houghton Mifflin Harcourt (5)	2007
History/social science	<i>Reflections: California: A Changing State</i> , Harcourt Publishers	2006
History/social science	<i>Harcourt Social Studies: Our Communities</i> , Houghton Mifflin Harcourt	2006
History/social science	Glencoe/McGraw-Hill	2006

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



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.

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	
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	
2019-20 School Year	
Data collection date	9/18/2019





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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Exemplary
Date of the most recent school site inspection		9/19/2019
Date of the most recent completion of the inspection form		9/19/2019

School Facilities

The Big Valley Elementary School main building was originally constructed in 1949; classrooms were added to the building periodically until the 1980s when sufficient modernized space was achieved. The school consists of five regular classrooms, a special education classroom, library, cafeteria/multipurpose room, teacher workroom, administrative office, appropriate restroom facilities, and a hard surface playground plus a grassy athletic field. During the summer of 2015, upgrades and repairs with the HVAC system were completed through a Deferred Maintenance Program Extreme Hardship project. Accessibility for staff and student restrooms, path of travel, signage and fire alarm with auto fire detection of Emergency Command Center were either updated or newly installed. Sewer lines were repaired and new energy efficient lighting was installed in the multipurpose room. The playground area was resealed and improved during the summer of 2017. Two new pieces of playground equipment will be installed in late fall of 2019.

The most recent Facility Inspection Tool (FIT) shows that the general condition of BVES is "exemplary." The site has one janitorial staff member, and the district has one maintenance man and facility manager. A full-time custodian cleans and maintains the buildings and grounds daily. The district performs maintenance tasks as needed.

No emergency repair situations exist. A simple email, phone call or radio alert notifies the maintenance department that help is needed. The director of facilities conducts safety and maintenance reviews on the site annually. In addition, the district's risk-management consultant conducts an annual inspection.

The site administrator works with staff, students and community to ensure quality instruction. Every attempt is made to bring about success for students through cooperation with parents, support personnel and other agencies. As student enrollment has declined for the last several years, some services have consolidated which left the campus with some open rooms. Lassen County Sheriff's Office now rents a building that once housed the district office. The Lassen County Office of Education After-School Program utilizes one classroom on the west side of campus. One modular building on the north side of the campus houses a privately operated preschool for children ages 2-5 years.



"The staff is dedicated to teaching a meaningful and thought-provoking curriculum to all students."



Types of Services Funded

Big Valley Joint Unified School District expends part of its average daily attendance (ADA) dollars on college preparatory programs, the Cyber High online program, general programming, textbooks, supplies and technological equipment, student athletics, extracurricular activities and field trips, special education, and remedial programs for at-risk students.

ADA dollars also provide salaries and benefits for teaching and support staff and home-to-school transportation. Other expenditures from the general fund provide printing, communications, legal and other services advantageous to the district as a whole.

The district operates several federal and state programs, including the following reported in the Consolidated Application: Title I, Title II, Title III, Ag Incentive and Economic Impact Aid (EIA).

The district also has an after-school program (operated by the Lassen County Office of Education). We have four instructional aides partially funded through Title I. We also ensure we align purchases from Title I with our goals in our Single Plan for Student Achievement Plan. Our goals relate to math, English language arts (ELA), technology and maintaining a safe school environment.

Below is a list of funded services:

- Ag Incentive
- ELA
- Lottery
- Rural Education Achievement Program (REAP)
- Restricted Lottery
- Economic Impact Aid (EIA)
- Instructional Materials
- Title I, Part A
- Title II, Part A
- Title I, Part D and American Recovery and Reinvestment Act (ARRA)



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		
	Big Valley JUSD	Big Valley ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	10	4	4	4
Without a full credential	1	0	0	0
Teaching outside subject area of competence (with full credential)	0	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.

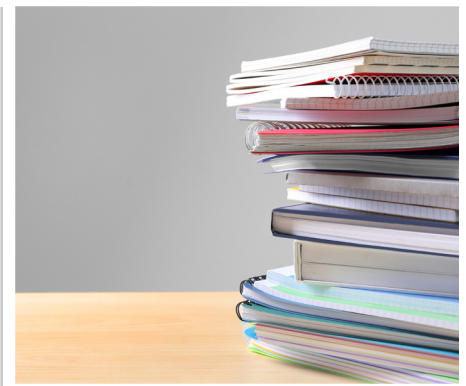
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Big Valley ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0



Professional Development

The District will allocate resources for teachers to receive professional development from the curriculum provided and will utilize monthly collaboration time for unit planning and development. In 2018-19, 90 percent of teachers were fully credentialed in the subject areas and for the pupils they taught as evidenced by our Student Information System (AERIES). The district will continue to allocate resources for new teachers to complete their credential in the beginning teacher-induction program, Alliance for Teaching Excellence (ATE) and will continue to utilize the Effective Educator grant to augment professional development. The district will collaborate with the Tehama County Office of Education to provide coaching and collaboration time with the district staff to help improve academic achievement in all classrooms. Teachers are supported during implementation through teacher work-days, monthly staff meetings and eight morning collaborations.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		4 full days/eight two-hour sessions	4 full days/eight two-hour sessions	4 full days/2 hours per week



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)	**
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.00
Psychologist	0.00
Social worker	0.00
Nurse	⌘
Speech/language/hearing specialist	*
Resource specialist (nonteaching)	0.00

✧ Not applicable.

** Behavioral Health Counselor is contracted 1 day/week through Mtn Valleys Healthcare.

⌘ Once a week through Lassen COE.

* Once a week through Modoc COE.





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. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2017-18 Fiscal Year
	Big Valley JUSD	Similar Sized District
Beginning teacher salary	\$34,638	\$43,574
Midrange teacher salary	\$52,334	\$63,243
Highest teacher salary	\$70,332	\$86,896
Average elementary school principal salary	⊕	\$103,506
Average high school principal salary	⊕	\$108,954
Superintendent salary	\$102,000	\$136,125
Teacher salaries: percentage of budget	23%	30%
Administrative salaries: percentage of budget	12%	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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Big Valley ES	\$7,369	\$56,017
Big Valley JUSD	\$8,667	\$51,480
California	\$7,507	\$64,732
School and district: percentage difference	-15.0%	+8.8%
School and California: percentage difference	-1.8%	-13.5%

⊕ The principal and superintendent are combined as one position.

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.

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	\$8,112
Expenditures per pupil from restricted sources	\$743
Expenditures per pupil from unrestricted sources	\$7,369
Annual average teacher salary	\$56,017



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

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