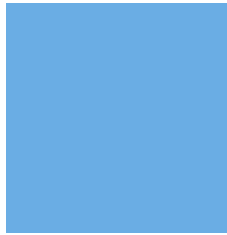
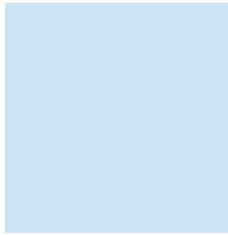


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Santa Rita Elementary School

Grades TK-5
CDS Code 27-66191-6026660

David Hermosillo
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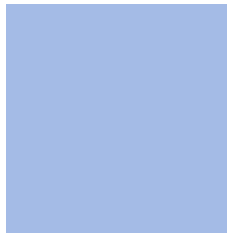
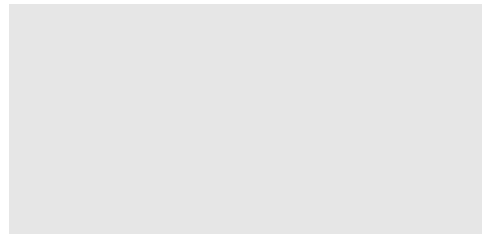
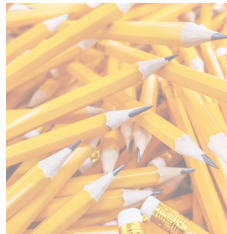
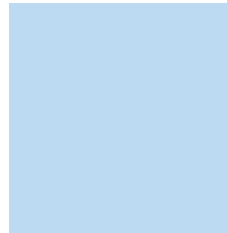
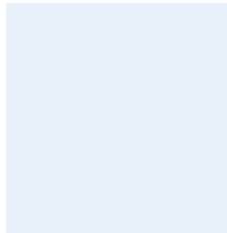
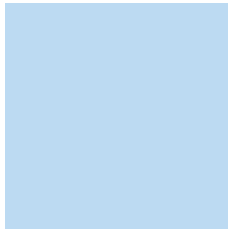
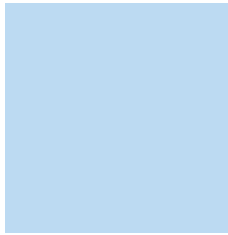
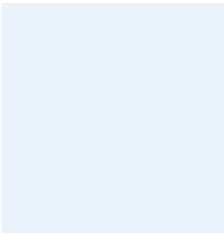
Para español, visita www.santaritaschools.org



Santa Rita Union Elementary School District

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Principal's Message

Welcome to Santa Rita Elementary. At Santa Rita Elementary, teachers structure the school day in a manner in which every instructional minute counts! They use data throughout the school year to set up goals and monitor student learning. Our overarching school goal is to continue focusing on improving in reading language arts and mathematics.

In addition to high quality classroom instruction, all classes in TK-5 are equipped with one to one devices so that students can fine-tune their technology skills as they use several educational software applications. These apps include Lexia, Eureka Math, Think Central, Studies Weekly, STEMscopes and Freckle. The software allows students to practice at school and at home. Additionally, we are piloting the mathematics and English language arts adaptable software from i-Ready.

In addition to our grade-level and professional learning community meetings, our teachers have collaboration time built into the school day totaling 90 minutes each week. Principal/teacher data chats are scheduled twice per year to create and follow up learning goals for each student.

Our school provides four different academic support services to students including migrant education, resource, speech and intervention. The resource specialist program (RSP) teacher and an instructional paraprofessional work with students who have Individualized Education Programs (IEPs); the Eluma speech pathologists and an instructional paraprofessional serve Pre-K-5; the teacher on special assignment (TOSA) provides instructional support to all our teaching staff; and instructional paraprofessionals provide students reading intervention.

To support learning and teaching, students and teachers have access to a resource library that includes books, videos, CD's and more. The library also houses an English literacy library that provides many sets of books (six per title) in all the reading levels spanning grades K-5. Students also have physical education, music and art to continue to enrich their instructional abilities and skills. In addition, we have our After School Education and Safety (ASES) program to further support our students in their education.

Our school is safe, clean and beautiful with plenty of field space for our students to play during recess. All our students are held to excellent behavior expectations and are supported along the way as we reward them for positive behavior: this includes Terrific Tickets, Character Counts and the Pillars of Character Program. At Santa Rita School, we believe our character counts!

Mr. Hermosillo, Principal

School Mission Statement

Santa Rita School provides a comprehensive educational program for all students. We prepare our students for academic and social success and career readiness. In our technology-rich classrooms, our students are prepared to succeed in the 21st century. Our school community maintains high expectations, and supports all students in achieving their highest potential. A clean, safe, respectful, nurturing, and stimulating environment fosters student growth and academic achievement. Quality education is the result of positive teamwork and collaboration among parents, students, teachers and community. At Santa Rita School, we believe our character counts!

Parental Involvement

At Santa Rita Elementary, we welcome and support our students' families as we need them to be part of our team to support our students through their educational path. We believe that our students need concrete behavioral structures at home so that they can thrive in school. For this reason, we provide parenting classes at various times during the school year with options during the day so that our families can attend. We have had Parent Institute for Quality Education (PIQE) classes for the last two years and have graduated upwards of 80 parents. We have also provided parenting classes from Triple P Parenting classes and Partners for Peace parenting classes. Since our families continue to participate, our parenting classes continue to grow.

Last year we added a Parent Digital Literacy class where our participating parents received a Chromebook upon completing the class. This year we will be adding a family resources center to offer additional services to our families. In addition to the digital literacy component, it will include an English as a Second Language (ESL) component.

We have our monthly Coffee with the Principal where parents have opportunities to bring their ideas and concerns so that we can continue the school to home communication. We also offer workshops at Coffee with the Principal. These workshops include serious family concerns such as home violence, homelessness, mental disorders, supporting students at home and resources for continuing academic learning during the summer. Our parents also contribute to the positive changes we have made at our school by participating in our School Site Council/English Learner Advisory Committee (ELAC) meetings. We also have parent volunteer recruitments throughout the school year so that our parents can help in the classroom and chaperone field trips.

For fun, we are a Just Run School. Every year, our students, families and school staff participate in the 3K By The Bay Marathon towards the end of the school year. We also take our students to the yearly airshow to enjoy the show and participate in science activities provided by Hartnell College. We also had our first block party, with many more to come. We have our Math Night and Spaghetti/Taco Nights so that our families, students and staff can spend time together enjoying themselves.

For more information on how to become involved at the school, please contact Principal David Hermosillo at dhermosillo@santritaschools.org.



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 and Vision Statement

The vision and mission of the Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.

School Board

Sarah Turner
Board president

Diego Jacob Sandoval
Board clerk/vice-president

Elva Arellano
Board trustee

Meri Keiser
Board trustee

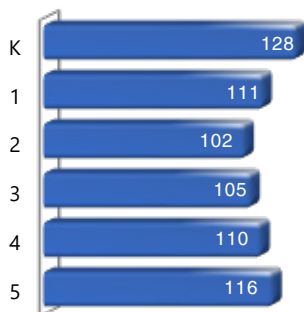
Sunil "Neil" Patel
Board trustee



Enrollment by Grade

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

2018-19 Enrollment by Grade

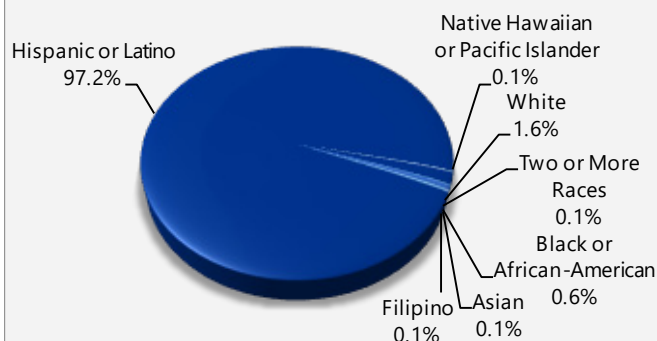


Enrollment by Student Group

The total enrollment at the school was 672 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



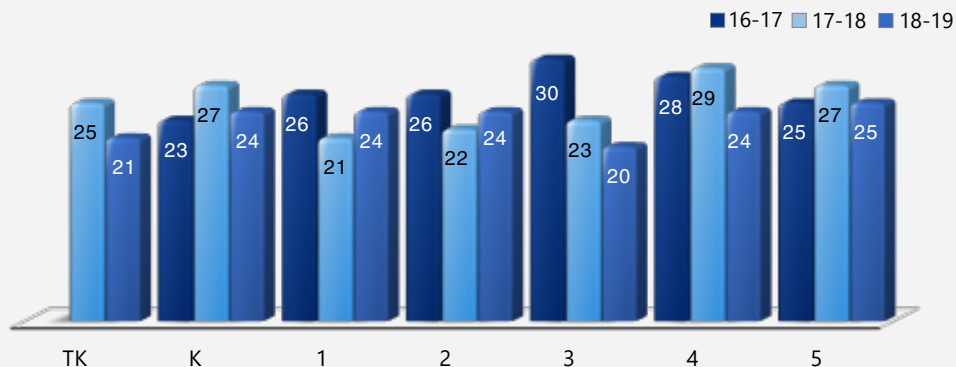
Socioeconomically disadvantaged	86.20%
English learners	76.20%
Students with disabilities	4.20%
Foster youth	0.10%
Homeless	0.00%

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



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

Santa Rita ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.3%	4.5%
Expulsion rates	0.0%	0.0%	0.0%
Santa Rita Union ESD			
	16-17	17-18	18-19
Suspension rates	1.3%	2.3%	4.1%
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%

Number of Classrooms by Size

Three-Year Data

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



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	
	Santa Rita ES		Santa Rita 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	
	Santa Rita ES		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	25%	26%	37%	39%	50%	51%
Mathematics	15%	16%	22%	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		Santa Rita ES
		Grade 5
Four of six standards		18.0%
Five of six standards		13.5%
Six of six standards		1.8%

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 3-5.

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 3-5)

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	323	318	98.45%	1.55%	25.79%
Male	171	168	98.25%	1.75%	24.40%
Female	152	150	98.68%	1.32%	27.33%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	315	311	98.73%	1.27%	24.76%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	286	281	98.25%	1.75%	23.49%
English learners	273	268	98.17%	1.83%	22.76%
Students with disabilities	28	28	100.00%	0.00%	7.14%
Students receiving Migrant Education services	71	68	95.77%	4.23%	17.65%
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.

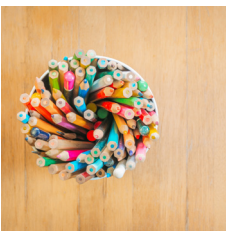




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	323	323	100.00%	0.00%	16.46%
Male	171	171	100.00%	0.00%	16.37%
Female	152	152	100.00%	0.00%	16.56%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	315	315	100.00%	0.00%	15.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	286	286	100.00%	0.00%	15.03%
English learners	273	273	100.00%	0.00%	16.54%
Students with disabilities	28	28	100.00%	0.00%	7.14%
Students receiving Migrant Education services	71	71	100.00%	0.00%	9.86%
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.



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

Textbooks and Instructional Materials

The district maintains a Curriculum Council each year with representation from all six schools. This committee reviews all curricula that is up for current adoption, based on the timelines established by the California Department of Education. The council is comprised of a majority of certificated teachers. The group meets regularly to also discuss ongoing needs regarding adopted curricula, including necessary training and materials needed. Adopted curricula are approved by the CA State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	CA Journeys, Houghton Mifflin	2015
Mathematics	Eureka Math	2014
Science	Amplify (TK-5)	2019
History/social science	Studies Weekly	2017

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Santa Rita ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

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		8/28/2019

✧ Not applicable.

Types of Services Funded

Our students received additional support services in our ASES program, through the migrant education services and all the services that we can provide with Title I funds, including paraprofessionals that service our students in the classroom during reading intervention.



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
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
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		Good
Date of the most recent school site inspection		8/16/2019
Date of the most recent completion of the inspection form		8/16/2019



School Facilities

Our current school was built in 2000, although the original Santa Rita School was founded in the late 1800s. We have six portable classrooms. Our school has one to one devices and each teacher has a computer cart in their classroom. We have updated wireless access points. We have a beautiful and well-stocked library for our students. Our school is beautiful, in working condition and clean. We have two custodians. In addition to our lead and night custodian handling needed repairs, we have a maintenance crew that quickly responds to all our repair needs.

Supervision extends beyond the school campus. Our supervisors monitor the front of the school parking area, the crosswalk across our school and the crosswalk on Bolivar Street to ensure our students are safe. Students are also supervised during their second chance breakfast and morning recess, lunch and lunch recess and after school. In addition to having 14 trained paraprofessionals deliver intervention to our students, we also have a school counselor and a caring and knowledgeable support staff that provide support to our student population.

For students that need additional academic support beyond the school day, we offer the following programs:

- The After School Education and Safety (ASES) Program
- Classroom teacher tutoring before and after school

We are a Character Counts! school. We reward our students for positive behavior. Our students are awarded a TERRIFIC Ticket for being caught making good choices. Every adult on campus has TERRIFIC Tickets, so students know that someone is always watching them demonstrate positive behavior. Students bring their TERRIFIC Tickets to their classroom teacher, and every Monday students have an opportunity to win a prize when the principal announces TERRIFIC Ticket time. In addition, all TERRIFIC Tickets are collected and at the end of each trimester, one giant prize is awarded to a lucky TERRIFIC Ticket winner as our custodian gets the honor of select the winning TERRIFIC Ticket. At Santa Rita Elementary, we believe our Character Counts!

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.

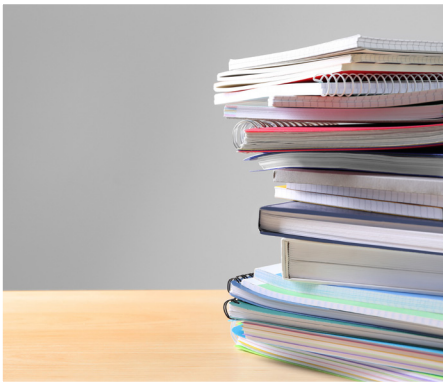
Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Replace damaged ceiling and floor tiles.	8/16/2019
Restrooms/fountains	Tightened one loose fountain; one turned off and turned back on.	8/16/2019
Safety	Play structure in need of additional ground cushioning. Fiber cushioning material added.	8/22/2019

School Safety

Santa Rita Elementary is a closed campus. Our doors open at 7:30 a.m. and students may only enter through the front gates. Students have the choice of eating breakfast in the cafeteria from 7:30 a.m. to 7:50 a.m. or playing on the playground. The cafeteria and playground are supervised for the safety of our students. Our teachers open their classrooms no later than 7:55 a.m. and students are encouraged to start going to their classrooms. By 8:00 a.m., our students are seated and ready to begin their learning. Visitors to our school campus must check in and out of the front office. They are given a visitor's pass or visitor's sticker. We practice drills each month, including earthquake, fire, lockdown, evacuation and active shooter on campus. Our entire staff has been ALICE (alert, lockdown, inform, counter and evacuate) 100 trained.

Our safety plan is updated and kept current throughout the year with the collaboration of the school's principal and leadership team. We work with our students and their families to ensure that our students are following expected behavior at Santa Rita. In the event that students need to be suspended, a meeting takes place with the principal, student and respective family either before or when student returns to school.

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



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)	0.75
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	1.00

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		
	Santa Rita Union ESD	Santa Rita ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	153	32	30	28
Without a full credential	12	1	4	1
Teaching outside subject area of competence (with full credential)	21	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		
	Santa Rita 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

Our district provides professional development days for our entire staff throughout the school year. District professional development days are provided for our staff based on needs, surveys and requests from staff. Our district professional development workshops occur during non-school days for our staff.

At the school site, we have professional learning communities (PLC) during the school day for 90 minutes per week for teachers to collaborate in their grade level. Every Tuesday, teachers collaborate in their grade level after school for one hour. We have schoolwide PLC every other Wednesday minimum day.

For the past two years, our staff has been Guided Language Acquisition Design (GLAD) trained and we will continue the trainings every teacher is trained. Our entire staff practices designated English language development (ELD) for 45 minutes per day. Our teachers are supported in their curriculum delivery by the principal and our TOSAs every day. Twice per year, the principal meets with each teacher to set goals for student achievement. Principal classrooms visits happen every day.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5 days	6 days	2 days and 30 hours	



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	
	Santa Rita Union ESD	Similar Sized District
Beginning teacher salary	\$42,591	\$49,378
Midrange teacher salary	\$73,923	\$77,190
Highest teacher salary	\$92,301	\$96,607
Average elementary school principal salary	\$109,967	\$122,074
Average middle school principal salary	\$115,503	\$126,560
Superintendent salary	\$185,000	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Santa Rita ES	\$4,698	\$72,374
Santa Rita Union ESD	\$6,688	\$72,127
California	\$7,507	\$77,619
School and district: percentage difference	-29.8%	+0.3%
School and California: percentage difference	-37.4%	-6.8%

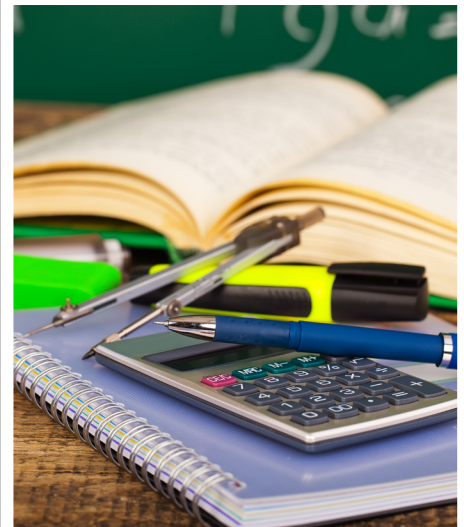
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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	\$5,449
Expenditures per pupil from restricted sources	\$751
Expenditures per pupil from unrestricted sources	\$4,698
Annual average teacher salary	\$72,374



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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