

Pixley Elementary School

Grades Extended TK-5
CDS Code 54-72041-6054209

Lisa Hoover
Principal
lhoover@pixley.k12.ca.us

300 North School Street
Pixley, CA 93256
(559) 757-3131

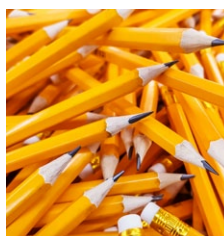
www.pixley.k12.ca.us/Pixley%20Elementary

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



**PIXLEY ELEMENTARY STUDENTS
SHOW THEIR:**

- P** - **PERSONAL BEST**
- R** - **RESPECT**
- I** - **INTEGRITY**
- D** - **DEPENDABILITY**
- E** - **ENCOURAGEMENT**



Pixley Union School District

300 North School Street Pixley, CA 93256 ▪ www.pixley.k12.ca.us

Monty Dunbar, Interim Superintendent ▪ mdunbar@pixley.k12.ca.us ▪ (559) 757-5207



Principal's Message

Pixley Elementary School serves approximately 675 students in extended TK to 5th grade. Operating on a traditional calendar schedule, Pixley Elementary School offers a comprehensive academic program to all students. We believe that all students can achieve.

Focused on educational excellence, Pixley Elementary School depends on its parents and community for assistance. Students are expected to master grade-level California Common Core State Standards and develop traits of self-reliance, self-confidence, and respect for themselves and others. As a whole staff, we work hand in hand with the community in preparing our students for college and career readiness. We have continued to increase technology in every classroom. First grade through fifth grade students have 1:1 Chromebooks with Kindergarten being 2:1.

Pixley Elementary continues to implement Positive Behavioral Interventions and Supports (PBIS). This is a whole school positive-behavior plan that empowers students and staff to promote and reward positive behavior. In our first year, Pixley Elementary earned the Silver award from California PBIS, which is the highest honor for tier one schools. In 2018-2019 school year, our school earned the silver award for our continued improvement of PBIS. We continue to assist our students with their social and emotional needs and have added "Mindfulness" to every classroom.

Our school garden is up and running with the guidance of our district AG teacher. Every class has the opportunity to participate in the garden either weekly or bi-weekly. Lessons follow the Next Generation Science Standards (NGSS) for all grade levels and correlate with our new science adoption. We implemented Fountas and Pinnell reading to better assess our students' reading levels. The Pixley Union School District is in its third year of implementation of Multi-Tiered Systems of Support. In this process, our school has added additional social-emotional supports, literacy support for our tier 3 students and continued reading intervention for our tier 2 students.

In this report, we share our achievements, goals and ongoing processes of educational improvement, as well as our challenges and thank everyone for their ongoing support in building betterment for current and future generations.

School Mission Statement

The mission of Pixley Elementary School is to ensure all students are independent learners, ready to advance their education and achieve their greatest potential as responsible, contributing members of a changing society.

School Safety

The school safety plan is reviewed and updated annually by parents, students, teachers, classified personnel (maintenance and operations) and site administrators, and it is approved by the board no later than November of that school year. All revisions, if any, are communicated with the staff. Key elements of the safety plan include ongoing collaboration with county agencies to manage family, social and medical needs, as well as school and community policing needs consistent with the enforcement of safe-school policies. The school is a designated gang-free zone.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Earthquake, fire and lockdown drills are held on a regular basis. All emergency or disastrous events are addressed in the school safety plan and outline emergency measures (instructions and procedures) that are routinely reviewed and practiced by staff and students in the event of such an emergency.

A crisis-response plan has also been implemented to the school safety plan and addresses responses to other events such as a chemical spill, flood, fallen aircraft, railroad danger, bomb threat and so on. In an effort to ensure the safety of our students, the school—in collaboration with the local sheriff's department—has a full time school resource officer (SRO). This is a proactive effort to create a safe school climate.

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



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of Pixley Union School District is to work in partnership with students, families and the community to ensure that each student acquires proficiency on state standards and receives a core set of values necessary to achieve personal success that will in turn transfer to enriching their own community.

District Vision Statement

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment that will prepare them for a successful life beyond Pixley Union School District.

Governing Board

Emily Villa, president
Timmy Reveles, vice president
Angie Villa, clerk
David Williams, member
Joel Ramos, member

PUSD Board Priorities

1. Students and staff come to school feeling safe and connected to the learning environment.
2. All students are provided with a rigorous standard-based instruction within the core, the arts and career technical education (CTE).
3. English learners become English proficient and become reclassified prior to leaving the district.
4. Parents feel welcome and participate in the decision-making of the school and district.

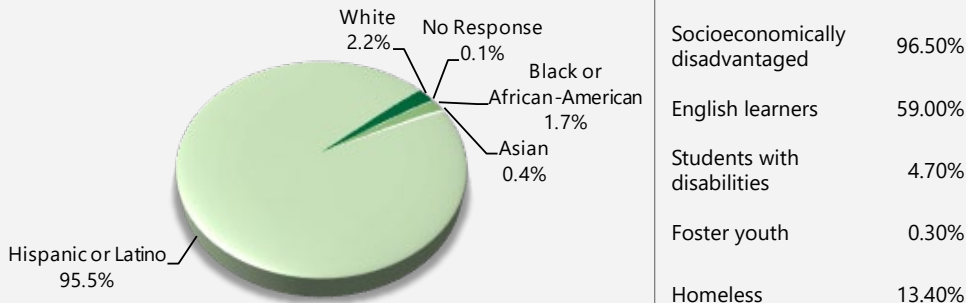


Enrollment by Student Group

The total enrollment at the school was 695 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

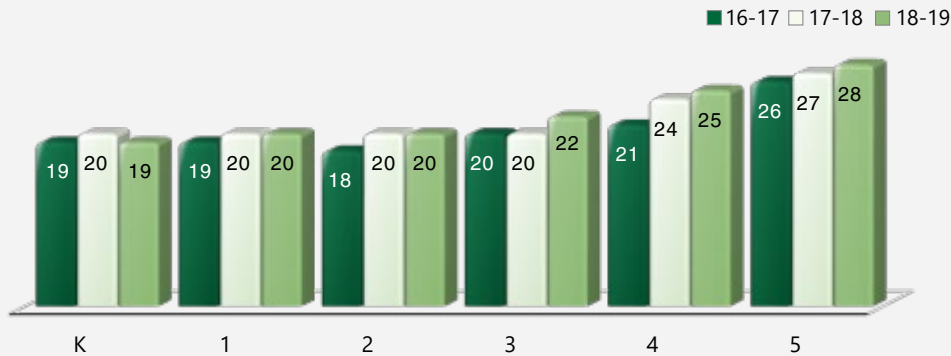


Class Size Distribution

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



Number of Classrooms by Size

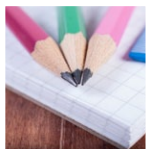
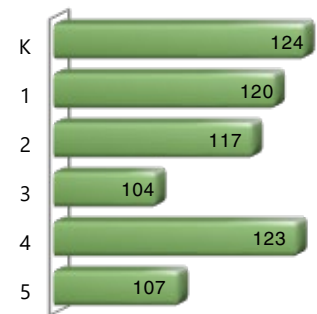
Three-Year Data

	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+
K	6	1		2	3		1	4	
1	5			5	1		3	2	
2	5	1		6			6		
3	3	3		3	2			5	
4	1	4			5			4	
5		4			4			4	

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



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

Pixley ES

	16-17	17-18	18-19
Suspension rates	1.7%	0.6%	0.9%
Expulsion rates	0.0%	0.0%	0.3%

Pixley Union SD

	16-17	17-18	18-19
Suspension rates	4.3%	2.6%	1.6%
Expulsion rates	0.1%	0.1%	0.2%

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	
	Pixley ES		Pixley Union SD		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	
	Pixley ES		Pixley Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	21%	33%	20%	29%	50%	51%
Mathematics	20%	24%	13%	20%	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		Pixley ES
		Grade 5
Four of six standards		20.6%
Five of six standards		15.9%
Six of six standards		2.8%

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.

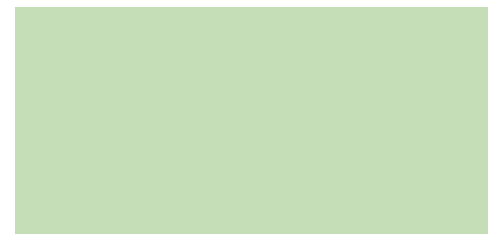
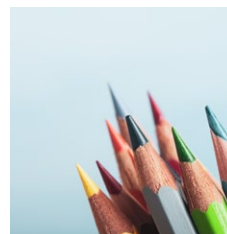
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only 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	326	317	97.24%	2.76%	33.44%
Male	158	154	97.47%	2.53%	32.47%
Female	168	163	97.02%	2.98%	34.36%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	305	297	97.38%	2.62%	32.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	311	304	97.75%	2.25%	31.91%
English learners	259	253	97.68%	2.32%	30.43%
Students with disabilities	29	28	96.55%	3.45%	3.57%
Students receiving Migrant Education services	29	27	93.10%	6.90%	18.52%
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.

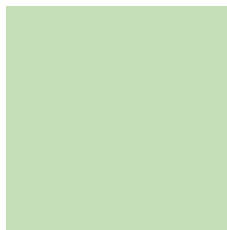




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	326	317	97.24%	2.76%	23.97%
Male	158	154	97.47%	2.53%	21.43%
Female	168	163	97.02%	2.98%	26.38%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	305	297	97.38%	2.62%	23.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	311	305	98.07%	1.93%	23.38%
English learners	259	255	98.46%	1.54%	22.75%
Students with disabilities	29	28	96.55%	3.45%	7.14%
Students receiving Migrant Education services	29	26	89.66%	10.34%	26.92%
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 are state-adopted and standards-aligned. Replacements are ordered annually and throughout the year to support enrollment as necessary. The objective is to always maintain a ratio of one textbook per student. All students have access to their own textbooks and instructional materials to use in class and at home.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	National Geographic (TK-5)	2016
Mathematics	<i>Go Math!</i> , Houghton Mifflin	2015
Science	Scott Foresman, Pearson (K-5)	2009
History/social science	Pearson (K-5)	2018
English language development	National Geographic (K-3)	2016
English language development	English 3D (4-6)	2016

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

Parental Involvement

Pixley Elementary School welcomes parents as partners in the learning process. Parent education and training classes are offered through Tulare Joint Union High School District's adult-school program. The Parent Institute for Quality Education and other training programs in literacy, child safety, parenting skills, etc., are offered throughout the year. Through the adult-education program, parents may earn a high school diploma or General Educational Development (GED) certificate, learn English as a second language (ESL) and take job-training courses.

Parents participate in the school's programs, volunteer in classrooms as well as serve on committees such as the School Site Council (SSC), English Language Acquisition Committee (ELAC), Local Control Accountability Plan (LCAP) advisory, and the Parent Teacher Organization (PTO). Other community organizations and clubs like Pixley/Tipton Area Youth Sports League, Pixley Women's Club, Lions Club, and the Police Athletic League (PAL) program offered via the Pixley sheriff's department are other avenues for parents to participate within the community. These agencies support the school and provide enrichment activities for students and community members. We appreciate the support of our community stakeholders and realize we need to work together because, as our students succeed, the community flourishes as well.

Every month there is a parent meeting with the principal, either School Site Council, or Parents and Pastries. All parents are invited to participate in any of the events. This school year each grade level has a Student Performance Night. Each grade level has chosen different activity for the parents to enjoy watching or participate in.

For more information on how to become involved, call the parent community liaison, Teresa Lewis, at (559) 757-3131.

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	✧
Foreign language	✧
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	9/10/2019

Types of Services Funded

In extended TK through second grade, we offer class size reduction, which insures that each class cannot exceed 24 students.

Our After School Education and Safety (ASES) program provides enrichment and homework assistance. All grades can attend ASES. During the after-school program, our Gifted and Talented Education class is run by a credentialed teacher. We have math tutoring for every grade level taught by credentialed teachers. Cadets, dancing and drama are all offered.

Migrant education is provided to all students that qualify. Band for fourth and fifth graders and our agriculture education is funded through LCAP.



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		Fair
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
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		8/19/2019
Date of the most recent completion of the inspection form		8/19/2019

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
Systems	Missing panel for HVAC system inside classroom F3. Panel was located in the classroom and installed.	8/20/2019
Interior	Broken paper towel dispenser in E8. Replaced dispenser.	9/5/2019
Cleanliness	Boys urinal clogged, dirty light banks in restrooms. Snaked to remove clog, light banks removed and cleaned.	9/3/2019
Restrooms/fountains	Paint is peeling, drinking fountain outside D wing restrooms not working, broken sanitary napkin dispenser, urinals missing drains, remove rusted screws in RR F wing. All areas were cleaned, painted, patched, replaced and repaired by 9/18/2019. This is ensured via a digital work order system that logs all dates and times work orders were submitted and repaired.	9/18/2019

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facilities

The school inspection, conducted with the Facility Inspection Tool (FIT), on August 19, 2019, at Pixley Elementary School resulted in a "good" rating, which means the school is maintained in good repair with no deficiencies noted.

Pixley Elementary School maintains a clean, safe and functional physical plant. Repairs are made in a timely manner as needed. Cleaning of all classrooms, offices and common areas occurs on a daily basis. Each year, upkeep maintenance is performed including repainting, carpet cleaning, and replacement or repair of classroom equipment.

Pixley Elementary was built in 1951. The school has 30 regular classrooms, eight portables, one library, a remodeled multi-purpose room, one Tulare County Special Day Class, a daily after-school program, two multipurpose fields and one baseball park.

Our school has been working on expanding the learning opportunities through our Life Lab (garden) by adding a koi pond, a recently finished Discovery Trail and new fruit trees.

The school is maintained in safe, clean and good repair partially by use of an electronic work order system. Work orders are routed to the maintenance, grounds and custodial staff depending on the work order with an expectation to complete them in a timely manner.

All staff share a responsibility to ensure that our campus is secure by locking all gates during school hours and requiring any visitors to check in at the front office. The grounds and fence lines are inspected routinely for deficiencies that may pose a safety issue. We also have security cameras throughout most of the campus.

Currently, Pixley Elementary School is in the planning stages to build a new kindergarten wing funded by state grant. We will be adding shade canopies to all of our playgrounds and increasing some of the equipment to our primary playground that will be funded through LCAP.

The school meets all requirements of the Williams case settlement and is well maintained by janitorial and maintenance staff who work during school hours as well as evenings.



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			
	Pixley Union SD	Pixley ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	39	28	34	28
Without a full credential	9	7	5	3
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		
	Pixley 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

Pixley Union School District offers programs to assist teachers in their professional development. Programs include Beginning Teacher Support and Assessment (BTSA) training and peer coaching in literacy, math and English language development. Core curriculum training is also provided for newly adopted state textbooks. Through district-funded and categorically funded staff-development days, teachers are afforded opportunities to improve their curriculum, teaching and assessment strategies, and develop pacing calendars (scope and sequence learning) to better prepare students for the annual state assessment program (California Content Standards) each spring.

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

School Motto

Pixley Students show their PRIDE:

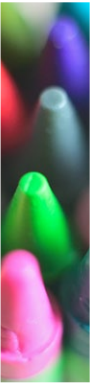
P—Personal Best

R—Respect

I—Integrity

D—Dependability

E—Encouragement



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	0.50
Social worker	0.33
Nurse	0.50
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00





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. 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	
	Pixley Union SD	Similar Sized District
Beginning teacher salary	\$51,384	\$49,378
Midrange teacher salary	\$71,566	\$77,190
Highest teacher salary	\$90,405	\$96,607
Average elementary school principal salary	\$116,517	\$122,074
Average middle school principal salary	\$109,830	\$126,560
Superintendent salary	\$136,627	\$189,346
Teacher salaries: percentage of budget	30%	36%
Administrative salaries: percentage of budget	4%	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
Pixley ES	\$10,589	\$68,263
Pixley Union SD	\$10,941	\$68,263
California	\$7,507	\$77,619
School and district: percentage difference	-3.2%	+0.0%
School and California: percentage difference	+41.1%	-12.1%

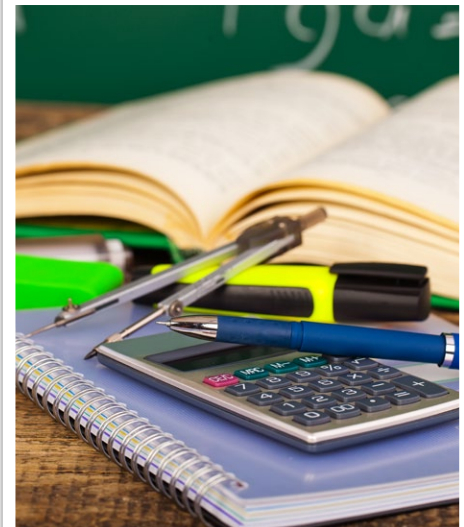
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. 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	\$13,506
Expenditures per pupil from restricted sources	\$2,917
Expenditures per pupil from unrestricted sources	\$10,589
Annual average teacher salary	\$68,263



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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