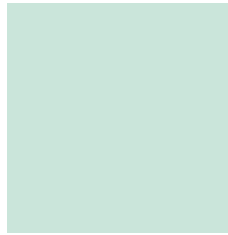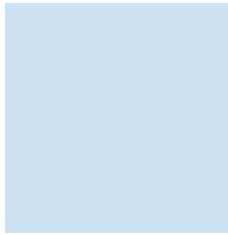# SARC
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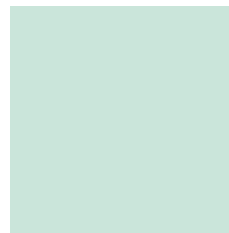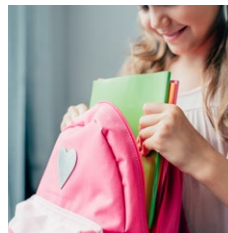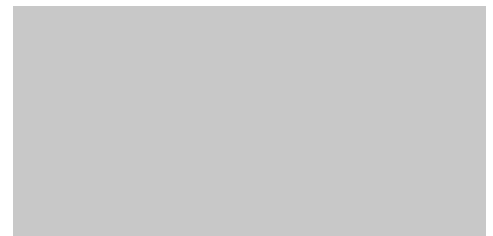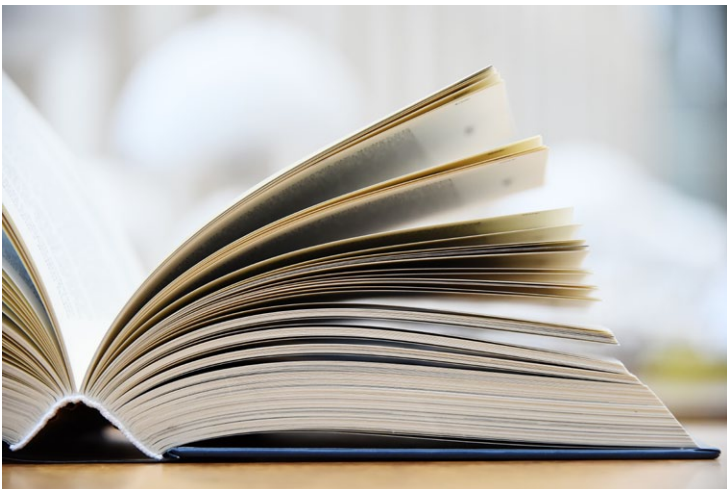Published in 2019-20

Foothill Elementary School

Grades K-5
CDS Code 07-61788-6098578

Yvonne Nelson
Principal
ynelson@pittsburg.k12.ca.us
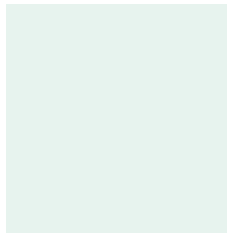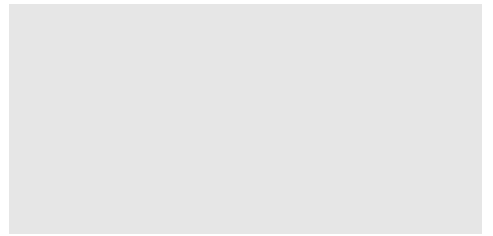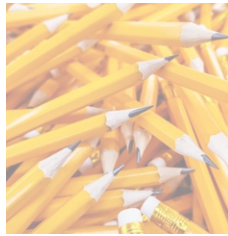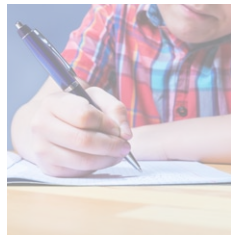
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Pittsburg Unified School District
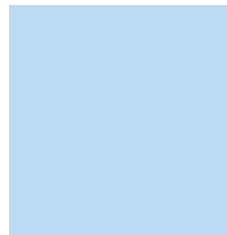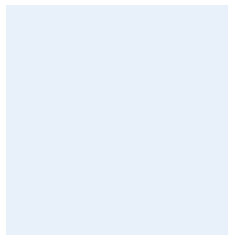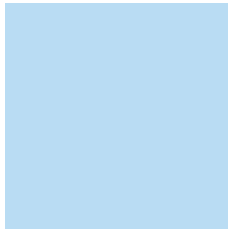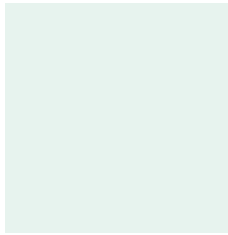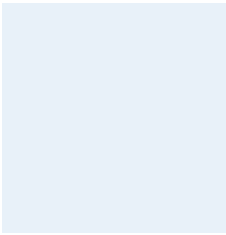
Principal's Message

Foothill Elementary School is a multicultural, multilingual community that promotes academic success for all. We strive to provide academic instruction that challenges our students and promotes a desire to be a lifelong learner. We are dedicated to meeting not only the academic but also the social and emotional needs of all our students so that they may become responsible citizens. For the 2019-20 school year, our staff has vowed to focus on engaging instruction, increased oral production, developing critical thinking skills and writing using the writing process. We address all curriculum areas in creative ways that include technology.

We are a Dual Immersion school that teaches our students to have respect for the diverse cultures and languages of our community. Students are encouraged to make responsible decisions that help keep our environment clean.

School Mission Statement

Educate, Inspire and Empower.

School Vision Statement

Learners Today. Leaders Tomorrow.

School Mantra

Our mantra at Foothill is, "Foothill Scholars ... We Excel!" Our students are **STAR** (Safe, Thoughtful and Respectful) and demonstrate respect, responsibility and safety on a daily basis.

School Safety

The school safety plan addresses how we respond to emergencies, such as earthquakes, fires and other disasters.

During the 2019-20 school year, the staff met to review our plan and its implementation. In addition, parents are encouraged to participate in our various parent committees and provide input on school safety. A copy of either plan may be requested at any of our committee meetings or from our office.

We have regular fire drills, quarterly earthquake drills and yearly shelter-in-place drills. Each room has a small first-aid kit, and additional emergency supplies have been collected for each classroom.

Our school office has a National Weather Service radio and is linked to the Contra Costa County Community Awareness and Emergency Response (CAER) system, which alerts us of emergencies.

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

Enrollment by Student Group

The total enrollment at the school was 567 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

White	9.9%
Two or More Races	4.9%
No Response	0.4%
Native Hawaiian or Pacific Islander	0.5%
Black or African-American	12.7%
American Indian or Alaska Native	0.2%
Asian	3.5%
Filipino	4.8%
Hispanic or Latino	63.1%

Socioeconomically disadvantaged	64.00%
English learners	30.20%
Students with disabilities	8.50%
Foster youth	0.40%
Homeless	0.90%
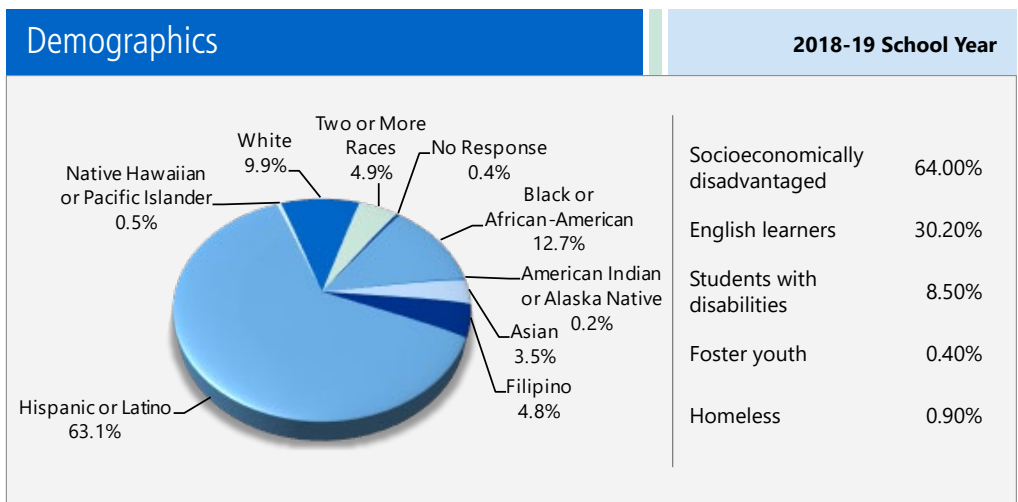
School Accountability Report Card

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

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

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

Grade	Students
K	104
1	90
2	91
3	87
4	82
5	112
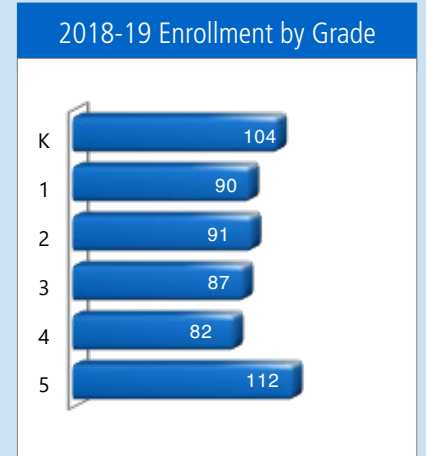
Board Goals

1. Student Achievement
- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction
- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff
- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment
- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement
- Timely and accessible communication with community
- Strategic community partnerships
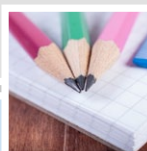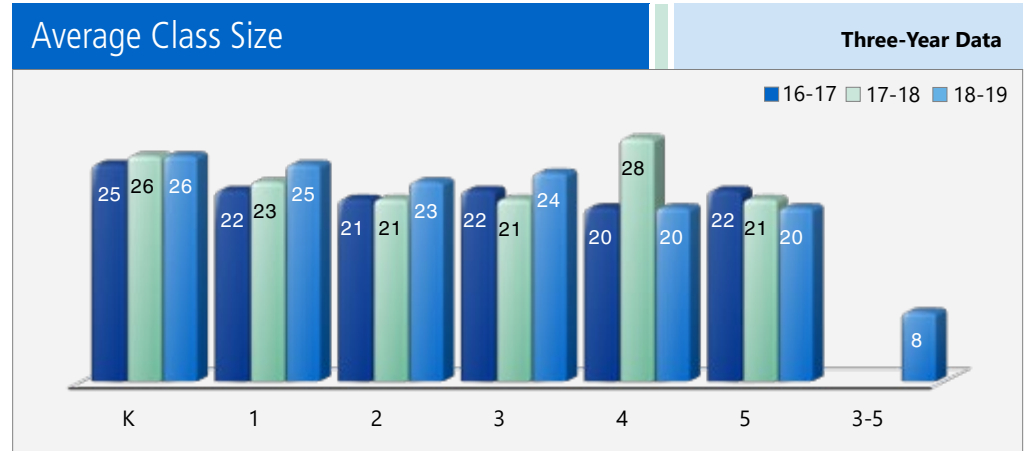- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

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

Average Class Size — Three-Year Data

Legend: ■ 16-17 ■ 17-18 ■ 18-19

Grade	16-17	17-18	18-19
K	25	26	26
1	22	23	25
2	21	21	23
3	22	21	24
4	20	28	20
5	22	21	20
3-5			8

Number of Classrooms by Size — Three-Year Data

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

"Foothill Elementary School is a multicultural, multilingual community that promotes academic success for all."

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.

Suspensions and Expulsions — Three-Year Data

	Foothill ES			Pittsburg USD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	3.6%	6.0%	4.8%	7.0%	7.7%	8.8%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	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	
	Foothill ES		Pittsburg USD		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	
	Foothill ES		Pittsburg USD		California	
Subject	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
English language arts/literacy	35%	37%	34%	35%	50%	51%
Mathematics	27%	26%	20%	21%	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	**Foothill ES**
	Grade 5
Four of six standards	22.1%
Five of six standards	25.0%
Six of six standards	8.7%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

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

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

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

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	290	289	99.66%	0.34%	36.68%
Male	148	148	100.00%	0.00%	31.76%
Female	142	141	99.30%	0.70%	41.84%
Black or African-American	41	41	100.00%	0.00%	24.39%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	12	92.31%	7.69%	50.00%
Filipino	13	13	100.00%	0.00%	46.15%
Hispanic or Latino	183	183	100.00%	0.00%	37.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	26	26	100.00%	0.00%	38.46%
Two or more races	11	11	100.00%	0.00%	45.45%
Socioeconomically disadvantaged	220	219	99.55%	0.45%	28.77%
English learners	137	136	99.27%	0.73%	33.09%
Students with disabilities	37	37	100.00%	0.00%	5.41%
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 3-5)

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	290	290	100.00%	0.00%	25.86%
Male	148	148	100.00%	0.00%	29.05%
Female	142	142	100.00%	0.00%	22.54%
Black or African-American	41	41	100.00%	0.00%	12.20%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	13	13	100.00%	0.00%	53.85%
Filipino	13	13	100.00%	0.00%	30.77%
Hispanic or Latino	183	183	100.00%	0.00%	25.14%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	26	26	100.00%	0.00%	30.77%
Two or more races	11	11	100.00%	0.00%	36.36%
Socioeconomically disadvantaged	220	220	100.00%	0.00%	20.00%
English learners	137	137	100.00%	0.00%	23.36%
Students with disabilities	37	37	100.00%	0.00%	2.70%
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.
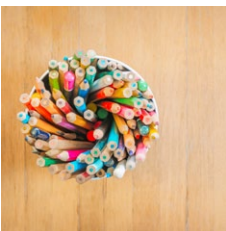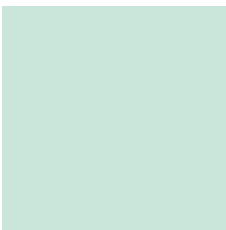
Availability of Textbooks and Instructional Materials

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	9/11/2019

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 a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
Reading/language arts	*Reading Wonders*, Macmillan McGraw Hill ELD *Reading Wonders*, Macmillan McGraw Hill (K-5)	2017
Mathematics	*Go Math!*, Houghton Mifflin Harcourt (K-5)	2016
Science	*California Science*, Macmillan McGraw Hill (K-5)	2007
History/social science	History/Social Science for California, Scott Foresman (K-5)	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

Parental Involvement

There are many ways to be involved, whether by participating in one of the parent committees described below, attending our school events, helping at school, or simply staying informed and partnering with us to help your child succeed.

English Learner Advisory Committee (ELAC)
- Advises the principal and staff on programs and services for English learners (students that are learning English as their second language)

Dual Immersion (DI) Parents
- Focus is on our dual immersion (Spanish-English) bilingual program, which is designed to add English proficiency to Spanish speakers and Spanish proficiency to English speakers

School Site Council (SSC)
- Consisting of five elected parents and four elected staff members plus the principal, its main function is providing input and oversight into development and implementation of the school plan and related budgets

Other parental involvement opportunities include:
- Assisting teachers in the classroom with materials and projects
- Assisting with events such as picture day and dental and vision screening
- Assisting with supervision on the playground, in the parking lot and during lunch
- Volunteering for traditional events such as Olympics, International Day and the school carnival, which are designed to increase the level of parental and community engagement with our school
- Providing expert advice and support as related to your job or expertise
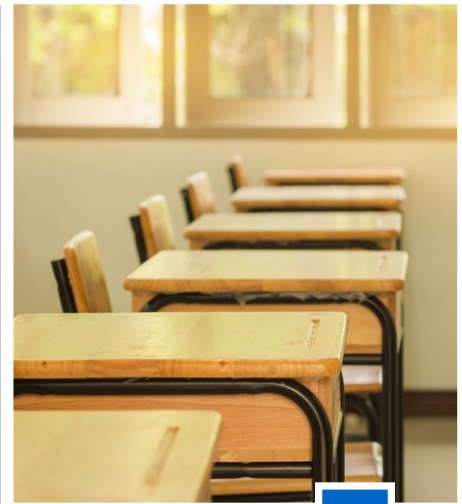
For more information on how to become involved, contact our Parent Liaison Ernestina Chamorro, echamorro@pittsburg.k12.ca.us.

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)	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	Good
Date of the most recent school site inspection	10/11/2019
Date of the most recent completion of the inspection form	10/11/2019

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**
Safety	Asphalt by 3rd grade playground needs to be repaired has a big lump. Kinder asphalt ticket in place. Work order has been placed for repairs.	Ongoing

School Facilities

Foothill was built in 1977 with a "pod" design that has clusters of five classrooms around a common sixth room. Each of our five pods has a teachers' lounge/workroom and restroom. We have 32 classrooms in all.

We have an attractive campus since we went through modernization in the summer of 2010. We also renovated all of the classrooms in the summer of 2013.

We have a library with more than 16,000 books, and it includes multicultural books, bilingual books and books in languages other than English. We also have a multipurpose room that contains our cafeteria and stage. The stage's floor was replaced in the fall of 2005. We currently have four playground structures: one for kindergarten and three for lower grades. The first and third grade play structures were replaced in August 2018. There are three outdoor full-court basketball courts and two half-courts. We also have three lawn play areas—one for kindergarten, one for grades 1-2 and one for grades 3-5.

We make extensive efforts to keep all our students safe before, during and after school. We teach students to be safe, respectful and responsible. We reward them for following those school rules. During school hours, we require school visitors to sign in and wear a visitor or volunteer badge when on campus. We have a safe school plan that is updated every year and includes a lockdown and intruder procedure. Security Cameras were installed throughout the school grounds during the summer of 2015. Teachers are assigned to supervision duty before school, during recess and after school. Classified staff members are hired to provide supervision during breakfast, lunch and lunch recess. Each teacher has a desktop computer. Our computer lab was provided with brand-new computers in the summer of 2017. Every computer has wireless internet access. Every classroom has a document camera, a mounted projector and projector screen.

School Facilities

Continued from left

We have one full-time head custodian, one full-time evening custodian and an additional part-time evening custodian.

Every site is inspected on a yearly basis according to the guidelines generated by the Williams settlement decision. At this time, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders are created and corrections are made in a timely manner.

School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Foothill Elementary School recently went through an extensive modernization during the summer of 2013. The major project included:

- New PA system, and updated phone system
- New tables, desks, and chairs for teachers and students
- New cafeteria tables
- New flooring, tackable wall panels, whiteboards and casework in each classroom
- New air-conditioning system in A-Pod, C-Pod, D-Pod, E-Pod and the administration building
- New computers for the computer lab

Solar panels were also installed during the summer of 2010. These solar panels were not part of the modernization in 2010, but will be used to provide energy to the school buildings. Solar were repainted October 2019.

Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, and data protocol
- Parent and family engagement op-portunities and training
- Extended-day and summer interven-tion programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

Academic Counselors and School Support Staff

This table displays information about aca-demic 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)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.5
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full cre-dential 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		
	Pittsburg USD	**Foothill ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	500	29	30	29
Without a full credential	34	0	0	2
Teaching outside subject area of competence (with full credential)	6	1	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal au-thorization 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		
	Foothill 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 Local Control Accountability Plan (LCAP), LCAP Addendum and the sites' School Plan for Student Achieve-ment (SPSA) are the genesis of selected focus for professional development. The data from student achieve-ment drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators col-laborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms, while their colleagues and instructional coaches provide them feedback.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English language development (ELD), structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

✧ Not applicable.

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	
	Pittsburg USD	**Similar Sized District**
Beginning teacher salary	$50,299	$51,374
Midrange teacher salary	$75,114	$80,151
Highest teacher salary	$93,344	$100,143
Average elementary school principal salary	$114,293	$126,896
Average middle school principal salary	$120,555	$133,668
Average high school principal salary	$133,083	$143,746
Superintendent salary	$230,725	$245,810
Teacher salaries: percentage of budget	33%	35%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

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

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Foothill ES	$7,420	$77,988
Pittsburg USD	$9,272	$72,942
California	$7,507	$82,031
School and district: percentage difference	-20.0%	+6.9%
School and California: percentage difference	-1.2%	-4.9%

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	$8,213
Expenditures per pupil from restricted sources	$794
Expenditures per pupil from unrestricted sources	$7,420
Annual average teacher salary	$77,988
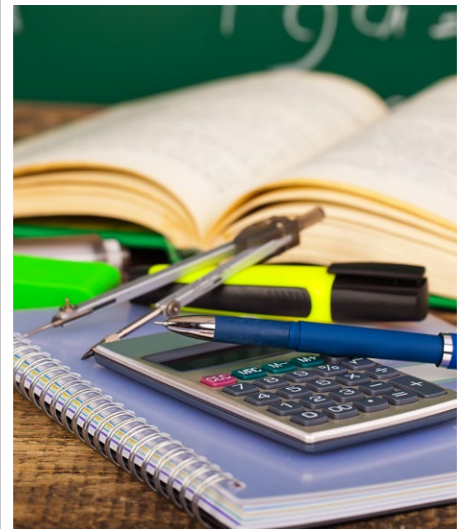
Expenditures Per Pupil

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.