SARC

2017-18 School Accountability
Report Card

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Camptonville
Elementary School

Grades K-8
CDS Code 58-72728-6056600

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Camptonville Union Elementary School District

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Principal's Message

Camptonville Elementary School is pleased to present you with our 25th annual School Accountability Report Card (SARC). Its purpose is to provide information about the quality of the school and our instructional programs. Camptonville Union Elementary School District comprises Camptonville Elementary School, a local K-8 school with an average enrollment of 50 students. The district also authorizes Camptonville Academy, a personalized-learning state-approved charter school that serves 455 K-12 students from contiguous counties. The local district boundaries stretch from Bullards Bar Reservoir in the west to the Sierra County line north and east, and extend to the Middle Fork of the Yuba River to the south. Currently, there are no Limited English Proficiency/English language learner students enrolled. A significant number of families receive CalWORKS and/or CalFresh, and those students are included in our free or reduced-price meal program. Camptonville School is a feeder school for Nevada Union High School, although some graduating eighth graders enroll in alternative education programs (independent study or charter). Downieville School (Sierra County) is also an option for students in grades 9-12.

All students at Camptonville Elementary School currently receive instruction in combined grade-level classrooms. The district currently employs three full-time classroom teachers and a 20 percent Title I teacher. Additionally, our support staff includes two full-time paraeducators and one part-time paraeducator to assist students in grades K-8. The district and the Yuba County Office of Education (COE) fund one special education resource teacher (80 percent) and one special education paraeducator (60 percent). The Yuba COE also provides speech and language services as well as occupational therapy and adaptive physical education specialists when needed. The school also employs part-time specialists to instruct in music, foreign language and science, technology, engineering, arts and mathematics, also called STEAM. School staff, parents, and community volunteers work to make sure that the visual and performing arts are an integral part of the curriculum by providing electives, producing at least one production per year, and putting on a student talent show in the spring. Parent and community volunteers with talents to share staff electives each trimester for students in grades 3-8. Classes change regularly, but include gardening, yoga, art, STEAM (science, technology, engineering, art and mathematics), yearbook production, cooking, sewing, creative writing, moviemaking and more.

Camptonville School is committed to supporting the needs of all students through its Multi-Tiered Systems of Support (MTSS) initiative. Universal Design for Learning (UDL) and Restorative Practices are two strategies that are designed to meet the social-emotional and behavioral needs of students. The staff is committed to removing barriers in order to meet the diverse needs of every child attending Camptonville Elementary School and effectively collaborating to honor the school's mission.

Parental Involvement

Parents are encouraged to participate in the education of their children at all levels. Opportunities for participation include service as a trustee on the school board or membership on the School Site Council (SSC) and various committees formed during the year. Stakeholder engagement meetings are held throughout the year to gather input from parents and other community members for our Local Control Accountability Plan, and an annual Needs Assessment Survey is sent home to be completed by parents every spring. We have an active and well-established Parents Club, and parents are invited to share their talents by teaching trimester-long electives. Parents are also encouraged to meet with their child's teacher to discover opportunities for classroom service.

For more information on how to become involved, contact Parents Club advisor Chelsi Hedrick at (530) 288-3277.

School Safety

The safety of students and staff is a priority at Camptonville Elementary School. Accordingly, the school's Comprehensive School Safety Plan was reviewed and rewritten in February 2019 and is reviewed on an annual basis. The plan addresses the school's response to earthquakes, fire and intruders, lockdowns and outlines effective communication procedures. It will include updates and revisions based on recommendations brought back from school staff, parents and community members of our Site Council. A copy of the plan is available in the school's administrative office. All staff members are currently up-to-date on first aid and CPR training.

Catapult EMS is utilized as the school's Emergency Management System. School administration, along with maintenance and operations, performs an annual walkthrough with a Yuba County Sheriff's Officer representative.

Regular drills are practiced and reviewed for effectiveness. Monthly fire drills are conducted. Lockdown drills are practiced twice a year and earthquake drills are conducted regularly.

School, Family, & Community – Inspiring Students to Lead and Succeed!

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.

Mission Statement

Camptonville Elementary School, as part of a caring and nurturing community, is committed to providing students with the foundation and tools to build a love of learning and high achievement as well as a belief in the ability to follow their dreams and passions.

Vision Statement

Camptonville Elementary School envisions our students as key leaders on the path to a sustainable future through their critical-thinking and problem-solving skills, understanding of the environment, hands-on education, active involvement in the learning process, and exposure to technology and the arts.

Governing Board

Jessica Prince, President

Dick DicKard, Clerk

Sidonie Christian, Member

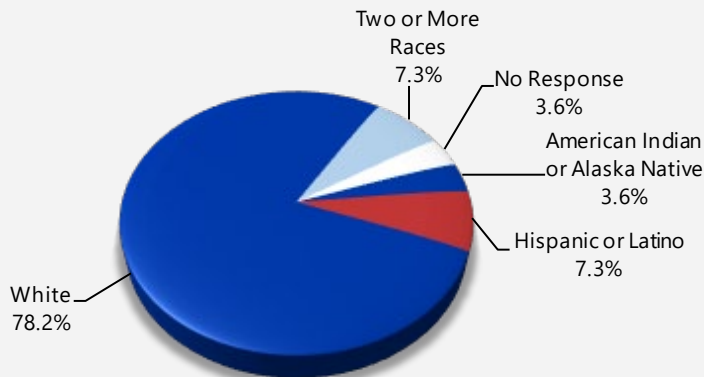Candace DeMaranville, Member

Lydia Miyasato, Member

Enrollment by Student Group

The total enrollment at the school was 55 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics	2017-18 School Year

Two or More Races 7.3%
No Response 3.6%
American Indian or Alaska Native 3.6%
Hispanic or Latino 7.3%
White 78.2%

Socioeconomically disadvantaged	70.90%	English learners	0.00%
Students with disabilities	14.50%	Foster youth	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

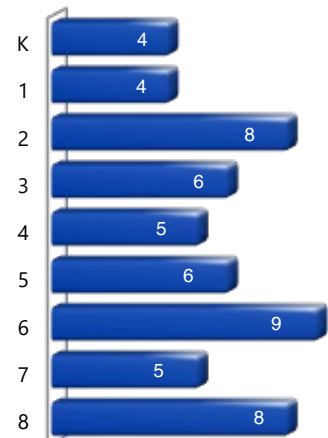■ 15-16 ☐ 16-17 ■ 17-18

K-2: 21, 20, 15
3-5: 27, 21, 19
6-8: 20, 19, 25
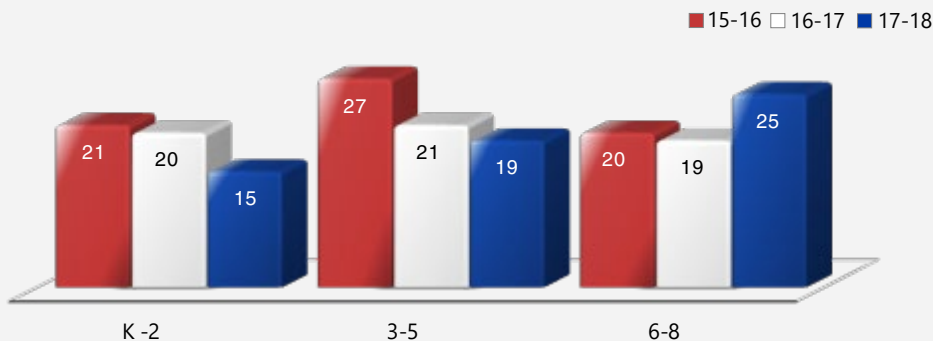
Number of Classrooms by Size									Three-Year Data

	2015-16			2016-17			2017-18		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-2		1		1			1		
3-5		1			1		1		
6-8	1			1			1		

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade

K: 4
1: 4
2: 8
3: 6
4: 5
5: 6
6: 9
7: 5
8: 8

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			
Camptonville ES			
	15-16	16-17	17-18
Suspension rates	11.9%	4.2%	10.0%
Expulsion rates	0.0%	0.0%	0.0%
Camptonville UESD			
	15-16	16-17	17-18
Suspension rates	1.4%	0.5%	1.2%
Expulsion rates	0.0%	0.0%	0.0%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Camptonville ES		Camptonville UESD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (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	
	Camptonville ES		Camptonville UESD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	48%	69%	44%	47%	48%	50%
Mathematics	58%	69%	34%	33%	37%	38%

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	2017-18 School Year	
Percentage of Students Meeting Fitness Standards	Camptonville ES	
	Grade 5	Grade 7
Four of six standards	❖	❖
Five of six standards	❖	❖
Six of six standards	❖	❖

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 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/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards			2017-18 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	35	35	100.00%	68.57%
Male	23	23	100.00%	69.57%
Female	12	12	100.00%	66.67%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	25	25	100.00%	60.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	25	100.00%	60.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	35	35	100.00%	68.57%
Male	23	23	100.00%	78.26%
Female	12	12	100.00%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	25	25	100.00%	68.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	25	25	100.00%	60.00%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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

Prior to district adoption and purchase of textbooks, parents and faculty review the curricular samples approved by the State Board of Education. Camptonville Elementary School students currently use state-approved, district-adopted textbooks in the subject areas of English language arts (ELA), math, social studies and science. These textbooks are one facet of the many instructional resources available and accessible to students for their use at home as well as in the classroom.

The district is has transitioned to the California Common Core State Standards (CCSS) adopted by the California State Board of Education in 2010. Camptonville Elementary School has adopted EngageNY/Eureka Math as well as EngageNY for ELA for grades K-8. In addition, the district is implementing supplemental material, including research-based online programs such as Read Naturally, Accelerated Reader and Accelerated Math.

All students participate in music instruction and foreign-language instruction classes.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	**Textbook**	**Adopted**
English language arts	EngageNY K-5	2016
English language arts	EngageNY (6-8)	2016
Mathematics	EngageNY/Eureka Math (K-8)	2016
Science	Full Option Science System (FOSS) (K-5)	2007, 2015
Science	Earth Science, FOSS (6-8)	2015, 2018
Science	Life Science, CPO/FOSS (7)	2007, 2016, 2018
Science	Physical Science, CPO/FOSS (8)	2007, 2016, 2018
History/social science	Harcourt Brace/McDougal Littell	2006

Quality of Textbooks

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

Quality of Textbooks	2018-19 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

Types of Services Funded

Camptonville Elementary provides many services to our students. The Yuba County Office of Education (YCOE) provides the following services: a school psychologist as needed for referred students, a speech and language specialist who delivers services to identified students one day per week, a resource specialist teacher and paraprofessional. The Yuba County Office of Education additionally provides resources such as a school nurse, occupational therapy and adaptive physical education.

Camptonville School operates a Schoolwide Title I Program. Title I funding supports a part-time reading specialist one day a week. The Title I teacher provides intervention to groups of qualifying students as well as consulting and collaborating with classroom teachers. Teachers also hold after-school academic interventions one hour per week for students in need of support.

Camptonville School provides an After School Program for students in conjunction with the Camptonville Community Partnership Resource Center. Identified students are eligible for scholarships funded by our Local Control Funding Formula (LCFF) in order to receive homework help up to three afternoons per week.

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	
2018-19 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	
2018-19 School Year	
Data collection date	9/19/2018

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.

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	2018-19 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	11/2/2018
Date of the most recent completion of the inspection form	11/2/2019

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		2018-19 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Structural	Some structural damage to the siding and doors of the bus barn. Repair is expected to occur in the summer of 2019.	June 2019

School Facilities

The Pelton Building, constructed in 1871, was the original facility that served students at Camptonville Elementary School. While this building has been upgraded and currently serves as a gymnasium, cafeteria and performing arts center, other buildings have been constructed in recent years to meet the needs of students and faculty. Three classrooms and the school office were added in the 1950s. A resource classroom was added in the 1960s, and the middle school/library media center was added in the 1970s. All facilities have been modernized for heating and cooling efficiency and have been wired for technology used in the school today. All facilities are kept in a state of good repair. The most recent additions were constructed in 1985.

Measures are continually being taken to improve the energy efficiency of the buildings, as well as the comfort levels of the students. In addition, 21st-century technology is now available in the library, administrative offices and all classrooms. Part-time maintenance and custodial personnel ensure the facilities are well maintained, clean and fully operational on a daily basis.

The campus sits on 6 acres of land. Facilities include the middle school/library media center, multipurpose/gymnasium structure, school office, four elementary classrooms, a portable building that houses a Title I class/After School Program and community-run preschool, and a former high school structure, which now houses a community resource center. The school's amphitheater, built in the 1990's, was designed by a former student.

School Facilities

Continued from left

Students have access to a large asphalt play area, tennis court, swing sets, a small track and multiuse playfield. Our library contains 11,600 volumes, and every classroom has computer and internet access, including wireless. Our sixth- through eighth-grade classroom is equipped with 1:1 iPads for student-teacher interaction throughout academic instruction. There is a minimum of 2:1 student-to-computer ratio for the rest of our students, including iPad and Chromebook use for students in grades K-5.

The most recent modernization projects have included the addition of a secure storage facility off the original 1871 building, a new intercom system, security lighting and security cameras. Camptonville School's fire alarm system was upgraded in 2009 with a new service panel, horns and strobe lights.

All buildings were repainted during the summer of 2006. Track and playground modernization and improvements were completed in spring of 2007. Some plumbing was upgraded during June 2008. Structural repairs were done to the old high school (currently the resource center), including replacing old beams and resheeting with plywood. In the fall of 2009, the southeast section of the Wellness Center was demolished and replaced with a new structure. All improvements are being funded through the general fund. In the summer of 2014, the metal fascia covering was installed on the 7-8/library building, and the south wall was painted. Self-closing faucets were installed to replace the old bathroom sink faucets in July 2017. These new faucets also insured hot water for hand washing. In the summer of 2018, a new roof was put on the School Street storage building.

Improvements to broadband infrastructure, including increased connectivity and additional wireless access points, were completed in December 2015. The E-Rate program partially funded this project. A new and improved website for both the district and the school was developed and made available to the public as of November 2016.

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		
	Camptonville UESD	Camptonville ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	3	4	3	3
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Camptonville ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Professional Development

In the 2018-19 school year, the staff's main focus for professional development is Multi-Tiered Systems of Support (MTSS). MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. Within the MTSS framework, Camptonville School focused on Universal Design for Learning (UDL) as an academic support to remove barriers to learning for all students. Additionally, training in strategies to improve social-emotional and behavioral learning were sought in order to fulfill Local Control and Accountability Plan (LCAP) goals for improving school climate, student and parent engagement, and academic achievement.

In order to continually monitor student progress, minimum days are scheduled on the second and fourth Wednesdays of each month for staff development and collaboration. Additional professional development days are added as needed for training related to California Assessment of Student Performance and Progress (CAASPP) and alignment of curriculum with critical learning targets at each grade level. MTSS workshops have been conducted by the Orange County Department of Education, Placer County Office of Education, and Butte County Office of Education. Trainers from the Yuba County Office of Education have helped to provide this support to Camptonville's instructional staff.

Professional Development Days	Three-Year Data		
	2016-17	2017-18	2018-19
Camptonville ES	4 days	4 days	9 days
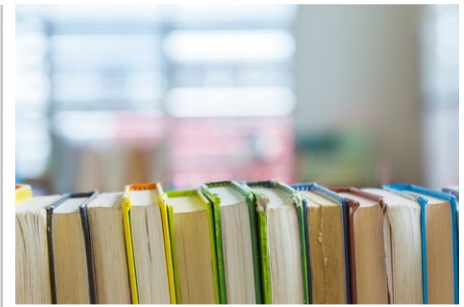
Academic Counselors and School Support Staff

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	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral counselor	0.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.05
Psychologist	0.10
Social worker	0.00
Nurse	0.05
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	0.00
Other	**FTE**
Title I teacher	0.20
Occupational therapist	0.10
Foreign language specialist	0.10
Title I paraprofessional	1.00
Classroom paraprofessionals	2.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2016-17 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	2016-17 Fiscal Year	
	Camptonville UESD	**Similar Sized District**
Beginning teacher salary	◇	$44,375
Midrange teacher salary	◇	$65,926
Highest teacher salary	◇	$82,489
Average elementary school principal salary	◇	$106,997
Superintendent salary	◇	$121,894
Teacher salaries: percentage of budget	30%	32%
Administrative salaries: percentage of budget	0%	7%

Financial Data Comparison

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

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Camptonville ES	$12,288	$64,183
Camptonville UESD	$12,288	$64,183
California	$7,125	$63,218
School and district: percentage difference	◆	◆
School and California: percentage difference	+72.5%	+1.5%

◇ Information is not available.

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

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
2016-17 Fiscal Year

Total expenditures per pupil	$14,720
Expenditures per pupil from restricted sources	$2,432
Expenditures per pupil from unrestricted sources	$12,288
Annual average teacher salary	$64,183
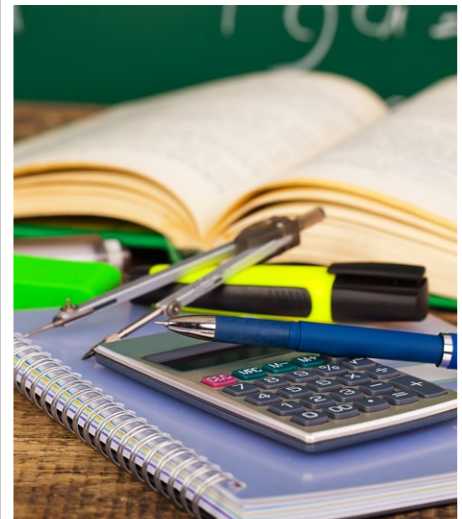
Expenditures Per Pupil

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.