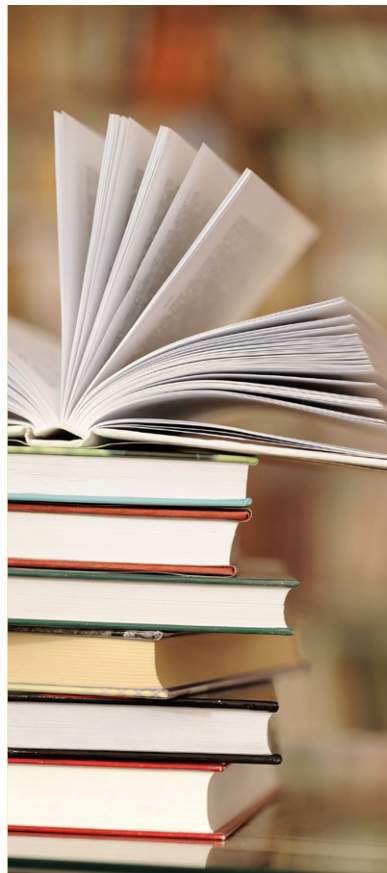


SARC

2017-18 School Accountability
Report Card

Published in 2018-19



North School

We choose to have a great day!

Grades K-8
CDS Code 39-75499-6042865

Mayte Ramirez
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2875 Holly Drive
Tracy, CA 95376
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<https://www.tracy.k12.ca.us/sites/nesc>

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

Tracy Unified School District

1875 West Lowell Avenue Tracy, CA 95376 ▪ www.tracy.k12.ca.us
Brian Stephens, Superintendent ▪ bstephens@tusd.net ▪ (209) 830-3200



Principal's Message

Dear parents and students,

Welcome to North School! It is my belief that all children deserve a quality education, and they should have access to all learning opportunities. At North School, we have high expectations in the classroom and around campus. We are a community of learners that promote academic excellence. We provide important opportunities for the academic and social development of our students.

Students come into an elementary school at an age when they are curious, inquisitive and have a natural ability to learn. Our role as educators is to nurture those traits, facilitate the development of critical thinking skills, foster creativity and embrace resiliency. The use of technology will play a vital role in developing these skills in our students. With technology, students will make meaning, develop their critical thinking, and express their creativity in ways that will continue throughout their lives.

Attendance is a strong indicator on whether a student will be successful in school. Students who miss school miss opportunities to learn academics, build lasting friendships and develop appropriate social skills. There is a very strong correlation between student attendance and student performance. Research clearly shows that students who attend school every day pass state tests at a higher rate and have higher scores in reading and math. Please make sure our students come to school every day and that they are on time.

We have a wonderful school community. Our caring staff members work hard to help all students learn, and staff want nothing more than what is best for students. Our students are eager to learn and we strive to help them follow our Character Counts education framework that has been adopted districtwide. This framework is based on the six pillars of character, which are trustworthiness, respect, responsibility, caring, fairness and citizenship. Many parents and other community members contribute to our school. Our partnership with the families of our students as well as other community members and organizations is a key part of our success. Students benefit as parents and guardians are involved in their formal education. We should have consistent communication between home and school for families to learn about what is happening at school and provide feedback to help us improve.

I sincerely care about all children and their families, which motivates me to try my best to provide a quality experience for each student every day. Ensuring a safe, positive learning environment is my top priority. Please feel free to contact me with questions, comments or concerns. I am here to help. Thank you for supporting our school.

Follow North School on Facebook at www.facebook.com/NorthSchoolTUSD for school updates, events around campus, and special announcements.

Sincerely,

Mayte Ramirez, Principal

School Mission Statement

It is our mission to provide a safe and creative learning environment where staff and students of diverse backgrounds come together to learn from each other and prepare for careers in a dynamic world.

School Vision Statement

Building pathways to the future. Build yours!

Parental Involvement

Parents can contribute to North School's success by assisting with school committees. In school committees, parents can provide direction for our school plan and the education they want for their children.

Parent classroom volunteers and supervisors are also an important part of North School. They provide tutoring and act as mentors to many of our students. They help teachers prepare lessons and help in the office when needed.

Parents provide a wealth of experiences that can be shared with students. Presentations on culture, traditions, occupations and life experiences open students to new perspectives in a diverse population. If you wish to participate, contact Sonia Huber at (209) 830-3350.

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.



"The future belongs to the educated."

District Mission Statement

Tracy Unified School District prepares our diverse student population to be college and career ready for the 21st century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our culturally proficient world-class staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

District Vision Statement

All students in Tracy Unified School District will become lifelong learners, responsible citizens, and leaders in the 21st century.

Board of Trustees

Steve Abercrombie, President

Brian Pekari, Vice President

Jill Costa, Board Clerk

Simran Kaur, Member

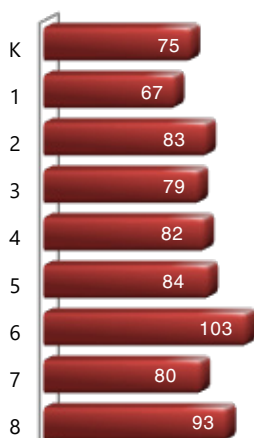
Ameni Alexander, Member

Lori Souza, Member

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

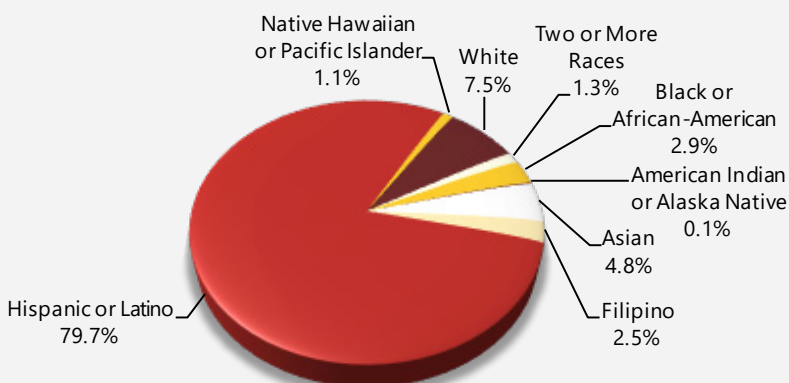


Enrollment by Student Group

The total enrollment at the school was 747 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2017-18 School Year



Socioeconomically disadvantaged 86.70% English learners 57.30% Students with disabilities 9.90% Foster youth 0.50%

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

North School

	15-16	16-17	17-18
Suspension rates	6.0%	11.4%	15.3%
Expulsion rates	0.0%	0.3%	0.1%

Tracy USD

	15-16	16-17	17-18
Suspension rates	7.6%	10.5%	8.3%
Expulsion rates	0.6%	0.6%	0.7%

California

	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

"It is my belief that all children deserve a quality education, and they should have access to all learning opportunities."

About Our School

North School is a TK-8 school with a population of about 745 students; we also have a preschool on campus that prepares students entering kindergarten.

We have a diverse population with diverse needs. As a staff, we have identified six areas that we believe in and are committed to provide:

- Safe, loving and learning environment
- Foundational skills need to succeed and be prepared for college and careers
- Technology-based learning to improve assessments and learning
- Cross-curricular learning to see relation among disciplines
- Social and academic skills

As a staff, we are committed to literacy, and that is why we continue to provide opportunities for our students to read on a daily basis.

We have a number of key partnerships, such as with Costco, Valley Community Counseling Services, and Boys & Girls Club that provide services for students beyond academics, supporting the social and emotional needs of children.

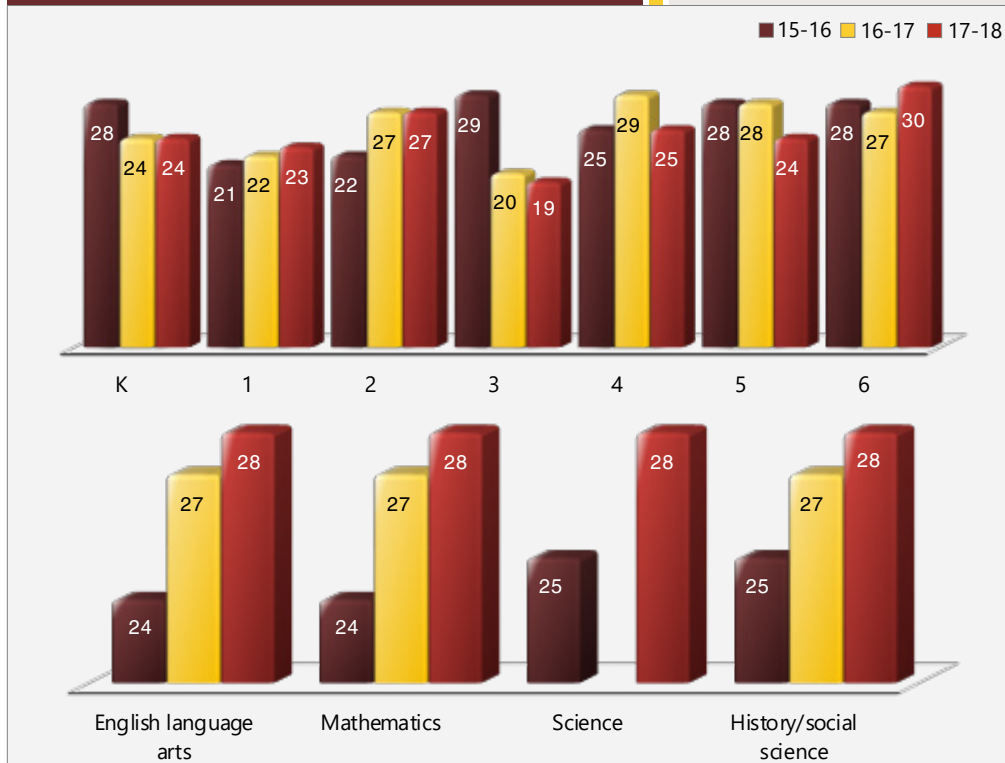
North School has been recognized for our after-school program providing academic assistance, competitive sports, and a variety of clubs creating a safe place for kids after school until 6 p.m. each day. In addition, our summer program through the Boys & Girls Club and TUSD Food Service department provides a Seamless Summer Program with free breakfast and lunch and a varied educational and sports program that runs from 8 a.m. to 5 p.m. through the summer.

Class Size Distribution

The bar graphs display 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



Types of Services Funded

About 58 percent of the district's income is spent on employee salaries, and 23 percent is spent on employee benefits. Books and supplies account for 10 percent of the district's spending, an additional 10 percent is dedicated to services and operating costs, three percent is used for capital outlay, and two percent is spent on other district outgo. Expenditures are expected to exceed revenues by approximately five percent.

All of our Kindergarten through third grade classes comply with the California Class Size Reduction program limits. We offer a Bilingual Education and a GATE program at South/West Park Elementary School. We provide special programs at our high schools that include Agricultural Career Technical Education, a Space and Engineering Academy, a Medical And Health Services Academy.



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		3			3			3	
1	1	3		1	3			3	
2		4			3		3		
3		3		4			3	1	
4		3			3			3	
5		3			3			3	
6	1	13			3			4	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	1	10			3			4	
Mathematics	1	10			3			4	
Science	1	7						4	
History/social science		8			3			4	

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.

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 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	
	North School		Tracy USD		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	
	North School		Tracy USD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	26%	28%	41%	42%	48%	50%
Mathematics	19%	19%	29%	30%	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		North School		
		Grade 5	Grade 7	
Four of six standards		22.60%	19.80%	
Five of six standards		41.70%	42.00%	
Six of six standards		21.40%	25.90%	

✧ Not applicable.

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	524	511	97.52%	28.24%
Male	299	289	96.66%	23.96%
Female	225	222	98.67%	33.78%
Black or African-American	11	10	90.91%	40.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	19	86.36%	10.53%
Filipino	14	14	100.00%	50.00%
Hispanic or Latino	426	421	98.83%	26.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	37	35	94.59%	40.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	445	434	97.53%	26.79%
English learners	314	307	97.77%	21.82%
Students with disabilities	60	59	98.33%	1.69%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	525	516	98.29%	19.03%
Male	299	293	97.99%	20.89%
Female	226	223	98.67%	16.59%
Black or African-American	11	10	90.91%	10.00%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	22	21	95.45%	23.81%
Filipino	14	14	100.00%	35.71%
Hispanic or Latino	427	423	99.06%	18.48%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	37	36	97.30%	22.22%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	446	439	98.43%	17.58%
English learners	314	312	99.36%	15.76%
Students with disabilities	60	60	100.00%	5.00%
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.

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	✧
Foreign language	✧
Health	✧



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

Textbooks and Instructional Materials

Textbook-selection committee members are volunteers from each school site, balanced by grade band (K-2, 3-5, 6-8 and 9-12). They receive ongoing training in standards related to that content area before an adoption cycle begins. After extensive review and piloting, the textbook-selection committee members vote to recommend one text to the district's Curriculum Council. The council, which consists of members from each school site and including some site administrators, reviews the recommendation and then recommends a textbook to the school board.

Our most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 2018.

The district chose its most recently adopted textbooks (English language arts) using the state-approved list. The textbook content fits within the curriculum framework adopted by the California State Board of Education (SBE). The district is in the process of evaluating and selecting history-social studies instructional materials for grades 6-8 using the state-approved list for grades 6-8.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
Reading/language arts	Wonders (TK-5 traditional)	2017
Mathematics	My Math, McGraw-Hill (K-5 traditional)	2014
Science	California Science (K-5)	2008
History/social science	Scott Foresman History-Social Science for California (K-5)	2007
Reading language arts	Literature and Language Arts, Introductory Course; Holt (6)	2003
Reading language arts	Literature and Language Arts, Course 1; Holt (7)	2003
Reading language arts	Literature and Language Arts, Course 2; Holt (8)	2003
Mathematics	Digits, Pearson	2014
Mathematics	Bridge to Algebra, Carnegie Learning	2014
Mathematics	Algebra 1, Houghton Mifflin	2015
Mathematics	Geometry, Houghton Mifflin	2015
Science	Focus on Earth Science (6)	2008
Science	Focus on Life Science (7)	2008
Science	Focus on Physical Science (8)	2008
History/social science	Discovering Our Past: Ancient Civilizations (6)	2007
History/social science	Discovering Our Past: Medieval and Modern Times (7)	2007
History/social science	Discovering Our Past: The American Journey to World War I (8)	2007

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		9/28/2018

✧ Not applicable.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		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		Exemplary
Date of the most recent school site inspection		7/14/2018
Date of the most recent completion of the inspection form		7/14/2018



"At North School, we have high expectations in the classroom and around campus."

School Facilities

General

The Tracy Unified School District takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office located at 1875 West Lowell Avenue in Tracy, California.

Below is more specific information on the condition of North School for the 2018-19 school year and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School/Buildings

This school has 33 classrooms, a multipurpose room, library, administration building, kitchen, storage building, and a First Five Preschool Building. The main campus was built in 1951. Additions were constructed in 1965 (three classrooms), 1967 (one relocatable classroom), 1968 (nine classrooms, two restroom facilities and additional administration offices), 1990-91 (nine classrooms were remodeled), 1993-94 (modernization of eight classrooms, the library and restrooms), 1996 (electric redevelopment), 2002-03 (remodel of restroom facilities), 2005-06 (expansion of campus of nine classrooms, two science labs, a multipurpose room with a gym and two shade structures along with the First Five Preschool Building) and the 2007-08 (library renovation).

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

In accordance with Chapter 12, Statutes of 2009 (SBX3 4), the district has elected to use the flexibility clause. The clause allows the district to use the state-deferred maintenance contribution as well as the district's matching share contribution toward "any educational purpose." The district has elected to commit deferred maintenance funding to cover general fund expenditures.

School Safety

Each school year beginning in January, parents and staff review our school safety plan and adjust it to meet our No. 1 school goal: the safety of each student. Whether it is fire safety or assisting with challenging family issues, North School safety plans are designed to meet the challenges of today's complex society. It is important to note that parents and staff rate safety as 96 percent positive in surveys conducted each year.

The school safety plan was last reviewed, updated and discussed with the school faculty in November 2018.





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	1.0
Average number of students per academic counselor	311
Support Staff	
	FTE
Social/behavioral counselor	2.0
Career development counselor	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0

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		
	Tracy USD	North School		
Teachers	18-19	16-17	17-18	18-19
With a full credential	655	33	36	37
Without a full credential	44	3	2	2
Teaching outside subject area of competence (with full credential)	8	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		
	North School			
Teachers	16-17	17-18	18-19	
Teacher misassignments of English learners	0	1	1	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

Professional Development

The district strategic goals and Local Educational Agency (LEA) Plan include goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap.

In addition to the five district professional development days, we also have Early Release Mondays (ERMs), which are used to collaborate as a grade level, receive professional development in the areas of English language instruction, math and Nancy Fetzner writing strategies throughout the school year. Structured professional learning community (PLC) time has been scheduled to support teachers in the development of the curriculum. We will also continue to have PLCs to support the new curriculum, Rigorous Curriculum Design (RCD), Guided Language Acquisition Design (GLAD) training, Wonders training, and Common Core State Standards as well as provide time for teachers to collaborate.

Professional Development Days		Three-Year Data		
	2016-17	2017-18	2018-19	
North School	5 days	5 days	5 days	

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
	Tracy USD	Similar Sized District
Beginning teacher salary	\$48,137	\$49,512
Midrange teacher salary	\$70,952	\$77,880
Highest teacher salary	\$93,286	\$96,387
Average elementary school principal salary	\$126,958	\$123,139
Average middle school principal salary	\$133,564	\$129,919
Average high school principal salary	\$136,424	\$140,111
Superintendent salary	\$221,734	\$238,324
Teacher salaries: percentage of budget	39%	36%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

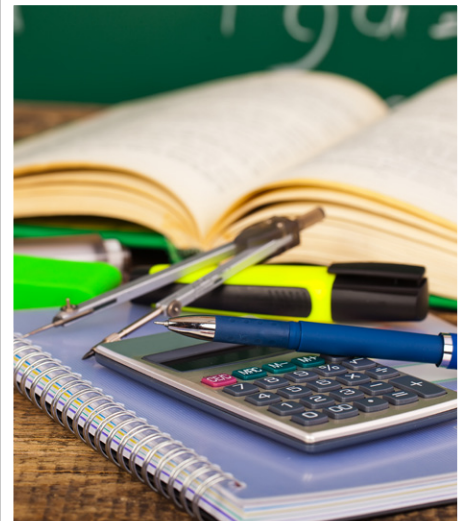
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
North School	\$5,930	\$75,030
Tracy USD	\$6,110	\$74,520
California	\$7,125	\$79,665
School and district: percentage difference	-2.9%	+0.7%
School and California: percentage difference	-16.8%	-5.8%

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	\$6,883
Expenditures per pupil from restricted sources	\$952
Expenditures per pupil from unrestricted sources	\$5,930
Annual average teacher salary	\$75,030



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.

