

Kermit McKenzie Jr. High School

4710 West Main Street, P.O. Box 788 • Guadalupe, CA 93434-0788 • 805-343-1951 • Grades 6-8
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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Guadalupe Union School District

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District Governing Board

David Hosking
Jose E. Pereyra
Sheila Marie Cepeda
Diana Arriola
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District Administration

Ed Cora
Superintendent
Julie Lopez
Director of Educational Services
Kim Greer
Chief Business Official
Matt Dwyer
Director of Food Services
Alejandra Serrato Mora
ASES Program Supervisor
Alma Wilson
Family Services Coordinator
Anne Rigali
Pupil Services Coordinator

MISSION STATEMENT

"The Guadalupe Union School District will provide each student the academic and social skills that will assist them in becoming high school graduates as well as college and career ready, independent thinkers, lifelong learners, and responsible, productive members of society. We will educate students in a safe environment and in a continuing partnership with parents and community."

COMMUNITY DESCRIPTION

The Guadalupe Union School District (K-8) is located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents.

Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city. Our district serves families of Guadalupe as well as families from the neighboring farms and ranches. Many of our students come from migrant families. Enrollment in October 2015, was 1,280 students in Kindergarten through 8th Grade. The student population is 96.8% Hispanic, 1.72% White, .47% Black, .55% Asian and .23% American Indian or Alaska Native, .0% Pacific Islander and .23% Other.

FROM THE PRINCIPAL

I would like to welcome you to the Kermit McKenzie Jr. High School Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis of such pride with you. The opportunity to do so has presented itself in the form of compliance with Proposition 98, which identifies the School Accountability as a required component that every school in California must issue. The purpose of this report card is to afford you further insight into the quality educational program we offer.

It is the belief of Kermit McKenzie Junior High School that students can and will excel in an environment that is tailored to their evolving needs. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together, we will continue to improve our effectiveness in educating the students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Kermit McKenzie Jr. High School in making our students' experience here not only a memorable one, but also an enjoyable one that will last a lifetime.

Mr. Gabriel Solorio, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	131
Grade 7	157
Grade 8	123
Total Enrollment	411

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.5
Asian	0
Filipino	0.5
Hispanic or Latino	97.1
Native Hawaiian or Pacific Islander	0
White	1.9
Two or More Races	0
Socioeconomically Disadvantaged	92.2
English Learners	44.5
Students with Disabilities	10.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Kermit McKenzie Jr. High School	14-15	15-16	16-17
With Full Credential	18	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Guadalupe Union School District	14-15	15-16	16-17
With Full Credential	♦	♦	65
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Kermit McKenzie Jr. High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Guadalupe Union School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Guadalupe Union School District held a Public Hearing on September 14, 2015, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, health, and visual and performing arts for use in the classroom and to take home. Textbooks in all subject areas are aligned with the Common Core State Standards and are selected from the state's most recent list of standards-based materials. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making textbooks used in the school the most current available.

The table displays information collected in January 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6th-8th - English/Language Arts - Holt Rinehart & Winston - Adoption Year 2001 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	6th - 8th - Mathematics - CPM-adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	6th - 8th - Science - Prentice Hall - Adoption Year: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	6th - 8th - History/Social Science - Teacher's Curriculum Institute - Adoption Year: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Kermit McKenzie Jr. High School sits on eleven acres. School facilities span 30,000 square feet, and include 18 classrooms, a media center, workout room, student services center, cafeteria, administrative offices, restrooms, and storage rooms.

The November 2016 election addressed the need for a school facilities bond, allowing for the construction of a new middle school to be built at the southeast corner of the new Pasadera Development Project, and the addition of an eight classroom wing at the current site. Guadalupe Union School District is experiencing the highest enrollment ever, increasing by over 80 students over the last three years. Developers have begun construction on a new housing development. During the course of the next several years as the new (800) homes are built, it is estimated that 448 new students will enroll in our district. It is estimated that each new residential unit will generate 0.6 students for grades kindergarten through eighth grade. Until the new housing development becomes a reality, and the district is able to build a new junior high school, adequate facilities will continue to be a challenge. The Guadalupe Union School District participates in the State Financial Hardship program which provides assistance for districts that cannot provide all or part of their local share for a School Facility project.

The district is using its reserves to accomplish much needed facility improvements and repairs. The entire facility was painted the Summer of 2016.

Future planned projects include pavement rehabilitation at Kermit McKenzie Junior High School, replacing the fields and irrigation.

MAINTENANCE REPAIR

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working are completed in a timely manner. A work order process is used to ensure efficient service and that emergency and safety related repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE

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

The chart below displays the results of the most recent facilities inspection.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	35	20	33	30	22	35	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	26.3	23.7	12.2

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	17	20	12	18	44	48
Math	4	7	6	7	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	125	122	97.6	32.8
Male	80	77	96.3	32.5
Female	45	45	100.0	33.3
Hispanic or Latino	119	116	97.5	31.0
Socioeconomically Disadvantaged	113	111	98.2	31.5
English Learners	37	35	94.6	8.6
Students with Disabilities	14	13	92.9	7.7
Students Receiving Migrant Education Services	14	14	100.0	28.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	136	132	97.1	10.0
	7	160	158	98.8	15.2
	8	125	122	97.6	36.9
Male	6	71	70	98.6	8.7
	7	82	80	97.6	10.0
	8	80	78	97.5	23.1
Female	6	65	62	95.4	11.5
	7	78	78	100.0	20.5
	8	45	44	97.8	61.4
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	135	131	97.0	9.3
	7	155	153	98.7	14.4
	8	119	116	97.5	36.2
White	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	133	129	97.0	9.4
	7	145	143	98.6	15.4
	8	113	111	98.2	34.2

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	65	63	96.9	1.6
	7	80	80	100.0	5.0
	8	37	35	94.6	5.7
Students with Disabilities	6	--	--	--	--
	7	19	19	100.0	10.5
	8	14	14	100.0	
Students Receiving Migrant Education Services	6	19	19	100.0	10.5
	7	12	12	100.0	8.3
	8	14	14	100.0	21.4
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	136	132	97.1	0.8
	7	160	158	98.8	8.9
	8	125	122	97.6	12.3
Male	6	71	70	98.6	
	7	82	80	97.6	6.3
	8	80	78	97.5	11.5
Female	6	65	62	95.4	1.6
	7	78	78	100.0	11.5
	8	45	44	97.8	13.6
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	135	131	97.0	0.8
	7	155	153	98.7	7.8
	8	119	116	97.5	12.1

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	133	129	97.0	0.8
	7	145	143	98.6	9.1
	8	113	111	98.2	9.9
English Learners	6	65	63	96.9	
	7	80	80	100.0	2.5
	8	37	35	94.6	
Students with Disabilities	6	--	--	--	--
	7	19	19	100.0	5.3
	8	14	14	100.0	
Students Receiving Migrant Education Services	6	19	19	100.0	
	7	12	12	100.0	8.3
	8	14	14	100.0	7.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent 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 CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the education program at Kermit McKenzie Jr. High School. Parents and community members are welcome to visit the campus. Our school programs are enriched by contributions of local organizations as the local Kiwanis Club, Guadalupe Historical Society, local American Legion, etc.

Parents are encouraged to be involved in their child's education through volunteering in the classroom, participating at curriculum nights, as well as attending school-wide events held throughout the year, including the annual Science Fair Night, quarterly Coffee with the Superintendent meetings, etc. Parents are kept abreast of school activities through Blackboard Connect announcements, principal's newsletters, school website, FaceBook, progress reports, report cards, and grade level parent conferences.

The Annual Science Fair gives students the chance to display their ingenuity and understanding of science to their parents and the community.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Kermit McKenzie Jr. High School is a closed campus. All visitors are required to sign in and wear visitor badges during their stay. During lunch, breaks, and before and after school, the principal and teachers supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate bill 187 (S 187) of 1997. The plan provides students and staff members a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: Current status of school crime, child abuse reporting procedures, disaster procedures, routine, and emergency policies related to suspension and expulsion, notification to teachers and sexual harassment policy, provision of a school-wide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	10.5	15.5	11.5
Expulsions Rate	0.0	0.2	0.2
District	2013-14	2014-15	2015-16
Suspensions Rate	4.6	6.9	5.1
Expulsions Rate	0.0	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	2	
Percent of Schools Currently in Program Improvement	100.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)													
Subject	Average Class Size			Number of Classrooms*									
				1-22			23-32			33+			
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	
English	20	20	31	27	11	7		12	9	14			
Mathematics	24	30	27		5			7	9	14		2	1
Science	27	29	28		2			7	8	15		1	
Social Science	27	26	25		2	1		4	8	16	3	1	

* 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.

Professional Development provided for Teachers

All training and curriculum development at Guadalupe Union School District revolves around AVID and newly adopted curriculum. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The district offered four staff development days where teachers were offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,507
Mid-Range Teacher Salary		\$68,910
Highest Teacher Salary		\$88,330
Average Principal Salary (ES)		\$111,481
Average Principal Salary (MS)		\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary		\$169,821
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Emergency Repair Programs, Common Core, AVID, Home-to-School Transportation, Special Education, Title I, Title II, Title III, Migrant Education, After School Education and Safety, After School Tutoring, Reading Intervention, Flexible Funding, Instructional Materials and Staff Development

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,168	\$1,134	\$10,034	\$76,897
District	♦	♦	\$1,644	\$76,897
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			510.3	0.0
Percent Difference: School Site/ State			76.7	7.4

* Cells with ♦ do not require data.