

The STEAM Academy at Burke

8101 Orange Ave. • Pico Rivera, CA 90660 • 562-801-5059 • Grades 6-8

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



El Rancho Unified School District

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District Governing Board

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Mission Statement:

It is our mission to prepare all students to succeed in a changing world by becoming effective communicators, problem solvers, critical thinkers, and responsible members of society. Our staff exemplifies a commitment to children by wholeheartedly participating in professional development. We strongly believe that student achievement and the staff's willingness to grow will meet the ever-changing challenges of education.

School Description:

The STEAM Academy @ Burke serves the community of Pico Rivera, California, where many teachers and classified staff grew up and/or currently reside. We have an attractive campus that meets the needs of students and staff. The STEAM Academy @ Burke serves 605 sixth through eighth grade students, with 24 full time teachers, a counselor, and 30 support staff. We are the first Magnet Middle School within the El Rancho Unified School District. Our Magnet School has been created to offer students a unique educational program designed to engage students in the learning process, and help them develop the necessary skills to be college and career ready. Middle school is a time of transition for parents and students. It is a time of choices and challenges. We want to assure you that our experienced staff is here to work alongside you to insure that your son or daughter takes full advantage of his or her educational opportunities.

STEAM - Science, Technology, Engineering, Arts and Mathematics - is the broad umbrella for how the curriculum in this new and innovative program is organized. Students will tackle middle school concepts while incorporating the 4 Cs of 21st Century learning – critical thinking, communication, collaboration, and creativity. Our Magnet program supports and supplements the Common Core curriculum, providing a common lens through which children master knowledge while interdisciplinary teaching enables students to make important and long lasting connections across content areas. Teachers work in teams to design and develop lessons centered around Project Based Learning, which is a teaching method in which students gain the knowledge and skills by working for extended period of time to investigate and respond to a complex question, problem, or challenge. In addition, students are offered a wide range of electives that fall under the broad umbrella of STEAM.

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 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 at 562-801-5059 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	198
Grade 7	172
Grade 8	190
Total Enrollment	560

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
Asian	0.4
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.2
White	0.5
Socioeconomically Disadvantaged	83.2
English Learners	10
Students with Disabilities	10.2
Foster Youth	1.6

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			
The STEAM Academy at Burke	13-14	14-15	15-16
With Full Credential	24	21	20
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	1	1	2
El Rancho Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	347
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
The STEAM Academy at Burke	13-14	14-15	15-16
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

2014-15 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	95.5	4.5
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
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 2015-16)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 Creating America: Beginning through World War I, McDougal Littell (8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	High Point, Hampton-Brown (6-8) 2009 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)

Based upon our last safety inspection, school status is good. Majority of the systems inspected received a good rating, and the few that received a fair rating have been addressed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 09/28/15

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		Keep exits clear by 12/31/15 Remove extension cords by 12/31/15 Remove overhead storage by 12/31/15 Secure bookshelves by 12/31/15
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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	47	35	44
Math	37	22	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	61	43	55	52	51	42	59	60	56

* Results are for grades 5, 8, and 10. 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.

2014-15 Percent of Students Meeting Fitness Standards

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.30	27.10	25.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	42
All Student at the School	55
Male	55
Female	56
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	56

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
Socioeconomically Disadvantaged	--
English Learners	7
Students with Disabilities	50
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	201	197	98.0	19	34	38	10
	7	176	170	96.6	22	34	38	6
	8	193	190	98.4	19	30	43	8
Male	6	201	96	47.8	29	34	27	9
	7	176	86	48.9	29	35	33	3
	8	193	105	54.4	25	32	39	4
Female	6	201	101	50.2	10	33	48	10
	7	176	84	47.7	15	32	44	8
	8	193	85	44.0	13	27	47	13
Black or African American	6	201	1	0.5	--	--	--	--
	7	176	2	1.1	--	--	--	--
	8	193	1	0.5	--	--	--	--
Asian	7	176	1	0.6	--	--	--	--
	8	193	1	0.5	--	--	--	--
Filipino	7	176	0	0.0	--	--	--	--
	8	193	0	0.0	--	--	--	--
Hispanic or Latino	6	201	193	96.0	20	34	37	9
	7	176	165	93.8	21	35	39	5
	8	193	188	97.4	20	30	43	7
Native Hawaiian or Pacific Islander	6	201	1	0.5	--	--	--	--
White	6	201	2	1.0	--	--	--	--
	7	176	2	1.1	--	--	--	--
Socioeconomically Disadvantaged	6	201	161	80.1	19	37	36	8
	7	176	140	79.5	24	37	35	4
	8	193	154	79.8	21	31	42	6

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	6	201	22	10.9	77	18	5	0
	7	176	8	4.5	--	--	--	--
	8	193	21	10.9	57	33	10	0
Students Receiving Migrant Education Services	8	193	1	0.5	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	201	198	98.5	30	31	24	14
	7	176	171	97.2	36	29	23	12
	8	193	188	97.4	36	27	24	13
Male	6	201	97	48.3	35	32	16	16
	7	176	87	49.4	30	32	25	11
	8	193	104	53.9	43	22	24	11
Female	6	201	101	50.2	26	31	32	12
	7	176	84	47.7	42	26	20	12
	8	193	84	43.5	27	33	24	15
Black or African American	6	201	1	0.5	--	--	--	--
	7	176	2	1.1	--	--	--	--
	8	193	1	0.5	--	--	--	--
Asian	7	176	1	0.6	--	--	--	--
	8	193	1	0.5	--	--	--	--
Filipino	7	176	0	0.0	--	--	--	--
	8	193	0	0.0	--	--	--	--
Hispanic or Latino	6	201	194	96.5	30	32	23	14
	7	176	166	94.3	35	30	23	12
	8	193	186	96.4	37	27	24	12
Native Hawaiian or Pacific Islander	6	201	1	0.5	--	--	--	--
White	6	201	2	1.0	--	--	--	--
	7	176	2	1.1	--	--	--	--

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	6	201	162	80.6	33	33	22	13
	7	176	141	80.1	38	30	25	7
	8	193	152	78.8	39	28	24	9
Students with Disabilities	6	201	22	10.9	91	0	9	0
	7	176	8	4.5	--	--	--	--
	8	193	21	10.9	90	5	5	0
Students Receiving Migrant Education Services	8	193	1	0.5	--	--	--	--
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

SSC- School Site Council School Site Council meetings present opportunities for parents, teachers, students, and support staff to articulate and disaggregate data from assessment and instruction. Parents are invited to attend School Site Council Meetings on a designated Monday every other month.

Think Together - After School Program in Recreation and Enrichment Provides academic support and recreation for those recommended students in 6th, 7th, and 8th grade. Academic support is provided by college tutors.

ELAC – English Learner’s Advisory Council The monthly English Learner’s Advisory Council (ELAC) meetings are comprised of EL parents, teachers, and administrators. At ELAC meetings, parents are informed and given copies of state standards. Currently, the ELAC's responsibilities have been ceded to the School Site Council.

Community Partnerships District-wide, The STEAM Academy works in partnership with the Hispanic Scholarship Fund. The partnership with HSF is to help create awareness about scholarship opportunities and the necessary requirements for a 4-year university. Each year, students and parents attend informational meetings about supporting and reaching academic goals. Student participants attend field trips and presentations geared towards preparation for post-secondary education. Multiple scholarships are available to students as they move through high school and into post-secondary education.

Our school has built close partnerships with many service providers in the community to prevent substance abuse. For example, students from The STEAM Academy receive counseling from ALMA Family Services. Burke facilitates, promotes, and hosts community events and activities with ERUSD and the City of Pico Rivera. Activities focus on concrete ways students can support their community. Each holiday season, SA@B has a Canned Food Drive; food baskets are donated to needy families in a food distribution program facilitated by the Pico Rivera Women’s Club. “Christmas in Baja” is an opportunity for students and staff to donate gifts that local community members take to children in Mexico. Other community involvement opportunities include: City of Pico Rivera March for Peace, American Cancer Society’s Relay for Life at El Rancho High School, Pennies for Patients (a program to raise money for the Leukemia and Lymphoma Society), and Community Pride Day. Every day, at the beginning of second period, announcements are made notifying students of activities. These announcements are kept at a minimum in order not to disrupt the learning environment. Teachers also take a proactive role in establishing community connections.

DAC – District Advisory Council This council is the same as the School site council, but on a district level.

DELAC – District EL Advisory Council This council is the same as the English Learner’s Advisory Council, but on a district level.

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

Safety Plan is reviewed with staff once a month during staff meetings. Key elements of the plan are preparation for fire, earthquake, active shooter, and hazardous materials. Fire drill and earthquake drills are conducted once a month, emergency bin is inspected twice a year, and all fire extinguishers are checked once a month by custodian. Fire marshal and inspectors review school twice a year to ensure safety compliance.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	11.48	7.03	5.85
Expulsions Rate	0.00	0.69	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	61.5	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	26	24	27	5	8	5	15	16	7	4	5	4
Math	25	22	9	6	10	3	7	10		4	1	
Science	34	27	30	1	3	1		6	6	10	5	6
SS	25	29	30	3	2	1	10	6	7	2	5	5

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	600

* 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.

Professional Development provided for Teachers

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,130	\$42,315
Mid-Range Teacher Salary	\$63,860	\$66,451
Highest Teacher Salary	\$81,231	\$85,603
Average Principal Salary (ES)	\$105,444	\$105,079
Average Principal Salary (MS)	\$104,056	\$111,005
Average Principal Salary (HS)	\$121,608	\$121,310
Superintendent Salary	\$198,996	\$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	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

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,780	\$526	\$4,254	\$70,798
District	♦	♦	\$1,536	\$69,720
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			177.0	-1.0
Percent Difference: School Site/ State			-33.6	-0.7

* Cells with ♦ do not require data.