

Lincoln Acres Elementary School

2200 Lanoitan Avenue • National City, CA 91950 • (619) 336-8600 • Grades TK-6

Luz S. Vicario, Principal

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www.nsd.us

2015-16 School Accountability Report Card Published During the 2016-17 School Year



National School District

1500 N Ave.

National City, CA 91950

(619) 336-7500

<http://nsd.us>

District Governing Board

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School Description

The Lincoln Acres Timberwolves, a dynamic community, inspires all students to explore life's possibilities by providing the building blocks for college and career readiness in order to create the leaders and innovators of the future. In addition, Lincoln Acres School supports the National School District's Strategic Plan to ensure student achievement. The strategic plan has identified the following core strategies:

1. Provide a Quality, Standards-based Instructional Program – where every child makes measurable progress in the academic and social development.
2. Maintain a High Quality Staff – to ensure that every student is taught by high quality, effective and welltrained staff.
3. Maintain Effective Communication and Community Outreach – to ensure that teachers, staff, parents and community are well informed through timely and effective two-way communication that enhances collaboration, decision-making and partnerships in service of student success.
4. Maintain a Safe and Healthy Environment to enhance safe and healthy environments that support learning and physical well-being for students, staff and our community.
5. Manage Fiscal Resources – to ensure the effective use of District fiscal resources to support student achievement

Lincoln Acres Vision and Mission Statement

"Today's Learners . . . Tomorrow's Leaders!"

Message from Principal, Luz Vicario

Lincoln Acres School is a transitional-kindergarten through sixth grade elementary school located in a community southeast of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 5 special education classes and 22 general education classes.

Lincoln Acres has a highly qualified staff of teachers, aides and support personnel who are committed to creating the best possible educational experience for your children. Effective teaching practices, the use of technology and instruction that implements the new Common Core State Standards, all support an educational environment where every child will learn and thrive. Our efforts have been focused on increasing student achievement at all grade levels and for every student. At Lincoln Acres we believe that the collaboration between teachers, support staff and administration, and parents along with our ability to identify and address educational needs using data, facilitates student achievement.

Our focus on the new Common Core State Standards and the effective use of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the whole school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. parents and community members, we will continue to provide a safe, nurturing environment that supports student learning. During the summer of 2014 approximately half of our teachers participated in a weeklong STEMposium training through the San Diego County Office of

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
Kindergarten	118
Grade 1	65
Grade 2	74
Grade 3	77
Grade 4	91
Grade 5	80
Grade 6	98
Total Enrollment	603

Education. The training required that teachers completed four additional days during the school year so that learning was maintained, supported and implemented. During this training staff received training on incorporating the STEM subjects into the curriculum. These STEM (Science, Technology, Engineering & Math) subjects have increased student engagement and motivation into the classroom. Our staff has selfidentified as a STEAM school and a core of teachers have presented workshops at STEM conferences throughout Southern California. Students have had increased opportunities to explore life, physical and earth sciences and the excitement from the students has been evidenced throughout the day, but most especially in student writing.

This dedicated staff has provided many extra opportunities above and beyond the regular school day to provide additional support to your children. Our school in partnership with the YMCA provides extended learning opportunities before and after school. Our YMCA provides supervised academic enrichment, homework help, nutritious snack time and sports on our campus from 6 a.m. to 6 p.m. on school days and a core of teachers have presented workshops at STEM conferences throughout Southern California.

Lincoln Acres has a very active Parent Teacher Organization. We are thankful to have such a wonderful group of dedicated parents to help us support our educational program. This year as in years past, our parents supported many activities for students, families and teachers. Parents and community members are always welcome to volunteer at Lincoln Acres School.

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	2.5
Filipino	2
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.2
White	2.5
Two or More Races	1.2
Socioeconomically Disadvantaged	77.6
English Learners	57.2
Students with Disabilities	16.4
Foster Youth	1.2

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			
Lincoln Acres Elementary School	14-15	15-16	16-17
With Full Credential	32	27	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	14-15	15-16	16-17
With Full Credential	◆	◆	236
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Acres Elementary	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)

Textbooks and Instructional Materials Year and month in which data were collected: August 12, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 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)

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

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/11/2016

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			Room 10: IDF unit cover missing. Action taken: part replaced. Deficiencies in room 1A Speech, Administration, MPR roof hatch, and room 27 have been corrected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				Classroom 2: Drinking fountain - pressure Classroom 29 (Relo): Under sink, replace trap Room 9A: Drinking fountain - pressure
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Classroom K3: Work order #62243 - "Replace door lock block"; roof needs replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Administration Office: Small asphalt floor hole in front of main building / Work order #62464 - "please check the door (if you are facing the school it would be the right door) main entrance to the Admin building." Classroom K3: Work order #62243 - "Replace door lock block"; roof needs replacing
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

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	30	42	36	40	44	48
Math	18	25	24	29	34	36

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	81	81	100.0	30.9
Male	45	45	100.0	33.3
Female	36	36	100.0	27.8
Hispanic or Latino	71	71	100.0	31.0
Socioeconomically Disadvantaged	67	67	100.0	29.9
English Learners	32	32	100.0	9.4
Students with Disabilities	14	14	100.0	21.4

* 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.

* 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	37	30	31	48	41	34	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
5	15.9	13.4	9.8

* 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.

**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	3	80	78	97.5	47.4
	4	96	94	97.9	31.9
	5	82	82	100.0	39.0
	6	99	98	99.0	49.0
Male	3	43	41	95.3	48.8
	4	51	50	98.0	26.0
	5	46	46	100.0	26.1
	6	51	51	100.0	54.9
Female	3	37	37	100.0	46.0
	4	45	44	97.8	38.6
	5	36	36	100.0	55.6
	6	48	47	97.9	42.5
Hispanic or Latino	3	72	70	97.2	44.3
	4	83	82	98.8	32.9
	5	71	71	100.0	40.9
	6	89	88	98.9	47.7
Socioeconomically Disadvantaged	3	66	64	97.0	40.6
	4	72	71	98.6	31.0
	5	68	68	100.0	39.7
	6	78	78	100.0	50.0
English Learners	3	53	51	96.2	43.1
	4	44	43	97.7	18.6
	5	32	32	100.0	12.5
	6	45	44	97.8	36.4
Students with Disabilities	3	13	13	100.0	15.4
	4	18	17	94.4	
	5	14	14	100.0	7.1
	6	11	11	100.0	18.2

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	3	80	78	97.5	47.4
	4	97	96	99.0	15.6
	5	82	82	100.0	12.2
	6	99	99	100.0	27.3
Male	3	43	41	95.3	48.8
	4	52	51	98.1	21.6
	5	46	46	100.0	13.0
	6	51	51	100.0	33.3
Female	3	37	37	100.0	46.0
	4	45	45	100.0	8.9
	5	36	36	100.0	11.1
	6	48	48	100.0	20.8
Hispanic or Latino	3	72	70	97.2	44.3
	4	83	82	98.8	17.1
	5	71	71	100.0	14.1
	6	89	89	100.0	24.7
Socioeconomically Disadvantaged	3	66	64	97.0	42.2
	4	72	71	98.6	16.9
	5	68	68	100.0	8.8
	6	78	78	100.0	24.4
English Learners	3	53	51	96.2	47.1
	4	44	43	97.7	7.0
	5	32	32	100.0	3.1
	6	45	45	100.0	13.3
Students with Disabilities	3	13	13	100.0	15.4
	4	18	18	100.0	
	5	14	14	100.0	
	6	11	11	100.0	18.2

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)

Contact Person Name: Camillia Arias

Phone Number: (619) 336-8651

6. Accelerated Reader
7. Chaperone field trips & classroom projects
8. District Advisory Council (DAC)
9. English Language Advisory Committee (ELAC)
10. Fall Festival
11. Family Reading and Math Nights
12. Grandparent Program (Catholic Charities)
13. Parent/Teacher Organization (PTSO)
14. Parent Education Opportunities (Nutrition, Por la Vida, English Classes, Mano a Mano)
15. Parent Volunteers (Volunteer Workshops)
16. PeaceBuilders
17. School Site Council (SSC)
18. Student of the Month Assemblies
19. Technology Events
20. Hispanic Latino Lunchbox – Dental Outreach Services

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

Date the plan was last updated: February, 2016

Date the plan was last reviewed with the staff: February, 2016

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District’s Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	2.0	3.0	0.3
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.6	1.8	1.0
Expulsions Rate	0.0	0.0	0.0
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	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	72.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.5
Other	1.0 Language
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	17	17	21	3	4	1	2	2	4			
1	24	18	24		3		2		3			
2	22	22	21		2	1	4	2	2			
3	21	23	23	1			3	4	3			
4	29	30	32				3	2	2			1
5	29	30	32				3	3	2			
6	26	33	33	1			3	1	1		2	2
Other	20	8	9	1	2	5	1					

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSIA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,498	\$44,573
Mid-Range Teacher Salary	\$64,520	\$72,868
Highest Teacher Salary	\$86,659	\$92,972
Average Principal Salary (ES)	\$119,700	\$116,229
Average Principal Salary (MS)		\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$181,540	\$201,784
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School \$159,159
 LCFF/EIA-SCE \$89,732
 LCFF/EIA- LEP \$134,599
 Total \$ \$383,490

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.

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4,689	571	4,119	59,598
District	♦	♦	4,571	\$68,507
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			-9.9	-13.0
Percent Difference: School Site/ State			-27.4	-20.7

* Cells with ♦ do not require data.