

Washington Elementary School

250 Dutton Ave. • San Leandro, CA 94577 • (510) 618-4360 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=496>

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



San Leandro Unified School District

835 E. 14th Street
San Leandro, CA 94577
(510) 895-4199

<http://www.sanleandro.k12.ca.us/Page/1>

District Governing Board

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Educational Services

Dr. John Thompson
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Dr. Kevin Collins
Assistant Superintendent
Business & Operations

School Description

Dear Families,

It is a true honor to be a part of the Washington community! It is a postcard-beautiful school: Classic, with stately architecture, surrounded by lush park grounds that draw families who walk from nearby apartments, bungalows and sprawling homes, all where cherry orchards once stood. The diversity in architecture reflects the myriad faces in this community: Rich cultural and linguistic backgrounds, the inviting neighborhood, and an inspired staff are just some of the key elements that make Washington a coveted school in this district.

We have worked especially hard to create a true home-school connection, where families are welcome to be on our campus before, during and after school. On any given day you will find our Parent Center and our classrooms bustling with volunteers. We have a dedicated parent facilitator who welcomes and guides parents in supporting their child's education.

Washington School has a robust Spanish bilingual program from Kindergarten through 5th grade. We are currently preparing to transition into a Two-Way Bilingual Immersion program that will begin with the Kindergarten class starting in August 2017. We believe that these programs reduce negative stereotypes, lead to increased friendships among multiple language groups and affirm all of our students' heritage, leading to increased academic achievement for all students.

We also believe that our students must have access to enrichment opportunities to help maintain focus on their future aspirations and dreams. This belief was the basis for the development of a substantial after school program. In addition to a traditional after school care program, we offer the following outside of school classes: Theater, Robotics, Coding, Ballet Folklorico, Jazz Band, Creative Arts, Hip Hop Dance, Spanish, and a Girls' Running program. We also open our Library before and after school to instill the love of reading and allow access to computers/technology.

There are so many unique and amazing opportunities available for Washington students and their families. It would take pages to capture them all here! We offer tours to prospective families the first Monday of each month at 9:30 AM. You are also welcome to call me directly at (510) 618-4363 or send me an email, ealvarez@slusd.us.

With Warm Regards,
Elisa Alvarez
Principal

School Mission Statement

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socio-economic status does not predict which students achieve at school. Through culturally sensitive instructional practices we recognize the varied learning styles and intelligence of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve to high levels of proficiency as determined by grade level, school, district, and state measures.

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	68
Grade 1	47
Grade 2	57
Grade 3	78
Grade 4	76
Grade 5	59
Total Enrollment	385

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.2
American Indian or Alaska Native	0.3
Asian	5.5
Filipino	3.9
Hispanic or Latino	64.9
Native Hawaiian or Pacific Islander	0.5
White	6.5
Two or More Races	5.7
Socioeconomically Disadvantaged	73.5
English Learners	47.3
Students with Disabilities	9.1
Foster Youth	0.8

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			
Washington Elementary School	14-15	15-16	16-17
With Full Credential	16	20	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Leandro Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	1	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	96.4	3.6
High-Poverty Schools	96.4	3.6
Low-Poverty Schools	94.7	5.3

* 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)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on September 20, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment 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 for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2012	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Hampton Brown Adopted 2002</p> <p>Houghton Mifflin Adopted 2002</p> <p>Hampton Brown Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>MacMillan/McGraw Hill Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication 100% of the restrooms on campus were in good working order. The table displays the results of the most recent school facilities inspection provided by the district. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been scheduled for repair or are in the process of remediation.

With the passage of Measure B, modernization and renovation of the San Leandro schools has begun. For more information about Measure B, please visit the district's web site: www.sanleandro.k12.ca.us.

Age & Condition of Facilities

Washington Elementary School was originally constructed in 1917 and is currently comprised of 21 permanent classrooms, a library, a computer lab, a staff lounge, an auditorium, and a playground. Recent renovations to Washington Elementary School included the installation of a California Nature Garden and butterfly plants.

Cleaning Process

The principal works daily with one full-time and one part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating/air conditioning, interior/exterior painting, electrical systems, and flooring. For the 2012-2013 school year, the district allocated \$164,000 for the deferred maintenance program. This represents .22% of the district's general fund budget.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Cafeteria/multipurpose room: thermostat cover is missing. Portable 22: ceiling vents are dirty (change vent filters and document for inspection review).
Interior: Interior Surfaces			X	Cafeteria/multipurpose room: wood walls need painting (dirty). Kitchen: kitchen needs painting (dirty). Portable 21: Replace carpet (dirty/worn).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Room 10: Five ceiling lights out. Cafeteria/Multipurpose Room: light cover is missing. Kitchen: exposed electrical at telephone. Portable 21: Five ceiling lights out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Cafeteria/multipurpose room: two exit signs not illuminated, smoke detector appears damaged.
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 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	19	22.4	32.8

* 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.

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	19	31	34	38	44	48
Math	9	18	22	24	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.

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	78	77	98.7	18.2
	4	71	71	100.0	33.8
	5	59	58	98.3	43.1
Male	3	47	46	97.9	15.2
	4	30	30	100.0	40.0
	5	34	34	100.0	29.4
Female	3	31	31	100.0	22.6
	4	41	41	100.0	29.3
	5	25	24	96.0	62.5
Black or African American	3	16	15	93.8	20.0
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--

**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
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	47	47	100.0	12.8
	4	49	49	100.0	38.8
	5	43	43	100.0	37.2
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	60	59	98.3	11.9
	4	52	52	100.0	32.7
	5	41	41	100.0	29.3
English Learners	3	33	33	100.0	6.1
	4	30	30	100.0	20.0
	5	17	17	100.0	
Students with Disabilities	3	11	11	100.0	18.2
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	78	77	98.7	15.6
	4	71	71	100.0	21.1
	5	59	58	98.3	19.0
Male	3	47	46	97.9	19.6
	4	30	30	100.0	30.0
	5	34	34	100.0	20.6
Female	3	31	31	100.0	9.7
	4	41	41	100.0	14.6
	5	25	24	96.0	16.7
Black or African American	3	16	15	93.8	6.7
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	47	47	100.0	12.8
	4	49	49	100.0	22.4
	5	43	43	100.0	18.6
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	60	59	98.3	15.3
	4	52	52	100.0	25.0
	5	41	41	100.0	7.3
English Learners	3	33	33	100.0	12.1
	4	30	30	100.0	16.7
	5	17	17	100.0	5.9

**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
Students with Disabilities	3	11	11	100.0	9.1
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)

Parent involvement is very important at Washington School. Our Parent Center serves as a gathering point for parents during the school day, before and after school. We host weekly Wednesday morning meetings for parents that include general coffee and conversation and workshops based on parent requests. We also have an active Parent Teacher Association that meets in the evenings on the second Wednesday of the month at 6 PM. Our PTA was established 98 years ago! In addition to PTA, we also have a Dad's Club that meets off site every other month. Our School Site Council meets every other month on a Thursday at 3:30 PM. This group has a profound impact on the school budget and all are welcome to attend. Washington has an English Language Advisory Committee that meets once a month in the mornings. This meeting covers various topics pertinent to the success of our English Learners. We have an African American Parent group that meets both during mornings and evenings. We use this time to ensure that we are meeting the needs of our African American students.

We have a multitude of events that take place during the year that parents, partnering with staff, provide for our students and our community. Any parents interested in participating are welcome to call Maria Ochoa, our Parent Facilitator, at (510) 618-4360 extension 3333.

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

The San Leandro Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

School site council at Washington School develops a comprehensive school safety plan relevant to the needs and resources of that particular school. A current copy of the school plan is required to be kept on file.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	2.6	0.9	1.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.6	5.9	6.4
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	2009-2010	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	8	
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0.4

* 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	28	24	24		1	1	2	1	1			
1	26	28	28				3	2	2			
2	27	26	26				3	3	3			
3	28	26	26				2	3	3			
4	31	32	32				3	2	2			
5	32	32	32				2	2	2			

Professional Development provided for Teachers

Our District is committed to excellent Professional Development. Several times a year our teachers receive training in the latest technology, curriculum, English Language Development, National Science Standards, ultimately refining the delivery of Common Core State Standards. In addition to the District PD, each Wednesday Washington teachers participate in optional mini PDs that strengthen their practice throughout each school year. Washington teachers are allotted three professional days to work collaboratively. This time is used to incorporate Project Based Learning into their daily teaching. All teachers also have the opportunity to work with Instructional coaches in the classroom and during collaboration time. New teachers participate in BTSA (Beginning Teachers Support and Assessment).

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,852	\$43,821
Mid-Range Teacher Salary	\$77,121	\$69,131
Highest Teacher Salary	\$101,967	\$89,259
Average Principal Salary (ES)	\$120,214	\$108,566
Average Principal Salary (MS)	\$117,248	\$115,375
Average Principal Salary (HS)	\$148,670	\$125,650
Superintendent Salary	\$245,544	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
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

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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	4846	436	4410	81763
District	♦	♦	5167	\$83,516
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-14.7	-2.1
Percent Difference: School Site/ State			-22.3	14.3

* Cells with ♦ do not require data.