

Foresthill Divide School

22888 Foresthill Road • Foresthill, CA 95631 • 530-367-3782 • Grades K-8

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Foresthill Union School District

22888 Foresthill Road
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District Governing Board

Casey Peoples
President

Amber Ordway
Clerk

Rachel Cottingham
Trustee

Tim Justus
Trustee

Steve Smith
Trustee

District Administration

Jack Kraemer
Superintendent

Jack Kraemer
Superintendent/Principal

School Description

Mission Statement: Foresthill Union School District will provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

Foresthill Divide School provides education to students in grades TK-8th and is home to approximately 425 students. Foresthill Divide School is nestled in the Foothills of Northern California. Our community is filled with many active members and many different social clubs including the Lions Club, American Legion, Chamber of Commerce, and multiple others. FDS offers after school intervention programs for students struggling academically, multiple sports throughout the year (basketball, volleyball, track, cross country, and soccer) and Intervention/Enrichment for 6-8th grade students as appropriate and allowed in times of COVID-19. We work closely with Foresthill High School and provide multiple opportunities for our students and staff to get together and create opportunities for all students. Foresthill Divide School continues to pursue excellence in education by providing the most up to date technology, curriculum and professional development for staff.

Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, academic achievement, school safety plan, budget, and substantive areas of improvement. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events. Our goal at FUSD is to continue to meet the needs of all of our students.

* Due to the COVID-19 pandemic, numerous adjustments to instructional programs, safety, and operations for the school and district were made starting in January 2020.

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	50
Grade 2	42
Grade 3	47
Grade 4	46
Grade 5	39
Grade 6	38
Grade 7	51
Grade 8	42
Total Enrollment	417

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1
Asian	0.2
Filipino	0.2
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.5
White	79.9
Two or More Races	2.6
Socioeconomically Disadvantaged	45.3
English Learners	1.2
Students with Disabilities	9.4
Foster Youth	1.4
Homeless	3.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Foresthill Divide School	18-19	19-20	20-21
With Full Credential	21	20	20
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Foresthill Union School	18-19	19-20	20-21
With Full Credential	♦	♦	20
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Foresthill Divide School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	1

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Quality, Currency, Availability of Textbooks and Instructional Materials. Physical inventory checks of textbooks for the 2020-2021 school year were conducted in November 2020, and determined that the school within the district had sufficient and good quality textbooks, instructional materials, or 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 and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in the 2020-2021 school year about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. Adoption review for updated Science and History curriculum will be conducted in 2021-22.

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 November

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK: Big Day, Houghton Mifflin Harcourt 2017 K-5th: Journeys, Houghton Mifflin Harcourt 2017 6th: Collections, Houghton Mifflin Harcourt 2017 7-8th: EMC—Mirrors & Windows 2017 Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	K-5th Go Math, Houghton-Mifflin Harcourt, 2015 6th-8th College Preparatory Mathematics--Core Connections Courses 1-3 (2013) adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw Hill, 2007 5th-8th Glencoe/McGraw Hill, 2007 5th MacMicillan/McGraw Hill, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman(K-2nd) Houghton-Mifflin (3rd-4th), 2007 5th Houghton Mifflin, 2007 6th-8th TCI, 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Kendall/Hunt, 1991 Positive Prevention Plus, 2018 (8th grade) The textbooks listed are from most recent adoption: Yes

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 22 classrooms including a library, gym/multi-purpose room, and an administration building. Portables have been added to the campus periodically to accommodate growth. Safety is a priority at Foresthill Divide School. Signs posted throughout the campus require all visitors to register with identification at the school office and obtain a visitor badge or sticker before entering the campus, a policy closely monitored by all staff. Personnel supervise students before school (with students allowed on campus at 7:45 a.m.), after school and during recesses. A school-wide plan clearly outlines expectations for student behavior, and a comprehensive safety plan details staff response to emergencies.

The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated annually every winter by the School Safety Committee and reviewed with staff at the start of the school year.

Site and District personnel work together to maintain the campus on a daily basis. Formal inspections are routinely performed to ensure the facilities are neat, clean and in good repair. Major projects and deep cleaning of the buildings are completed during school breaks. The district participates in the State School Deferred Maintenance Program which assists with expenditures for major repairs or replacement of existing school components.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good Fair	None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Primary restrooms need to be upgraded to accommodate smaller children. Staff restrooms adjacent to the library need flooring and sink work.
Safety: Fire Safety, Hazardous Materials	Good	All hazardous materials are stored in a fire safe container.
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	42	N/A	50	N/A
Math	36	N/A	36	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	27	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, academic achievement, school safety plan, budget, and substantive areas of improvement. The Health and Safety Sub-Committee offers parents the opportunity to provide input and action for school related health and safety matters. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events. Several meetings are scheduled throughout the school year to have parents directly involved in reviewing and preparing the current district/school LCAP. Parents are encouraged to become cleared classroom volunteers and attend field trips and sports events. Weekly communication via the school newsletter is available to families in hardcopy, email, and website.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

The 2020-21 Safe Schools Plan for Foresthill Divide School was developed cooperatively by the School Site Council, district personnel, Fire Department, and local law enforcement. The 2021-22 plan is still in development and will be updated annually and will contain all the elements required in Senate bill 187: (1) An assessment of the current status of school-related crime, and; (2) Appropriate strategies designed to maintain a high level of school safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	5.0	2.1	5.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	8	8	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	16	2	2		20	2	4		21	2	4	
1	17	1	2		21	2	2		25		4	
2	17	1	2		24		4		20	2	2	
3	12	3			21		4		23		4	
4	33			2	27	1		1	23		4	
5	33		10	2	23	3	5	2	19	4		
6	20	1	12		32		8	2	19	4		
Other**	5	1							5	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	24	6		2	25	4	2		23	2	2	
Mathematics	24	3		1	25	1	2		23	2	2	
Science	23	4		1	38		1	1	23	2	2	
Social Science	22	5		1	25	2	1		23	2	2	

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Three staff development days are built into the calendar each year. Topics vary depending on determined need, but in the past have included extensive instruction in the teaching of research-based reading/language arts and math, use of technology in the classroom, PBIS, active shooter training/safety protocol throughout campus, first aid/CPR, blood borne pathogens, and multiple technology sessions. The collective staff as well as individual staff were afforded numerous PD opportunities on an as needed basis. For the 2020-21 school year staff collectively attended numerous professions development sessions such as iReady, GoGuardian, Screencastify, and Google Drive. All classroom teachers were provided their own set of the "Distance Learning" Playbook.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,013	\$46,965
Mid-Range Teacher Salary	\$64,462	\$67,638
Highest Teacher Salary	\$77,967	\$88,785
Average Principal Salary (ES)	\$105,652	\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$125,199	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	30.0
Administrative Salaries	4.0	6.0

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

Types of Services Funded

This section provides specific information about the types of programs and services available at Foresthill Divide School that support and assist students. Those programs include Special Education, free/reduced meals, transportation, instructional materials, staff development, and Title I.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Rate for California	2016-17	2017-18	2018-19
Dropout Rate			
Graduation Rate	82.7	83	84.5

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,147.60	\$0	\$11,092.00	\$65,248
District	N/A	N/A	\$11,092.00	\$63,637
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	2.5
School Site/ State	35.5	-9.1

Note: Cells with N/A values do not require data.