



Alta Vista Elementary School

2019-2020 School Accountability Report Card

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SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year.

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 a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the CDE (California Department of Education) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code to the right.



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).

California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard and only limited data and information will be posted for the 2020-21 school year. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

Principal's Message

Here at Alta Vista Elementary School we strive to promote an environment where children are encouraged to take risks as they experience diverse and challenging intellectual opportunities, and where they are nurtured both as individuals and as members of a community. During their years with us at Alta Vista, we hope to foster their independence, their love of learning and their sense of community. In our classrooms and on our campus, we work daily to encourage behavior and interaction that is safe and respectful.

The culture of Alta Vista Elementary School reflects a commitment that all students can learn and encourages all students to be academically successful. Efforts are ongoing to maintain a schoolwide focus on standards-based education. The staff and parents work together to create a positive learning environment and to improve student achievement. To promote

requires teamwork. The Alta Vista staff, teachers, parents, students, and PTO will continue to communicate clearly and

work effectively to enable our students to meet the standards and to achieve our schoolwide site plan goals and objectives.

This year we had 555 students in twenty-seven classrooms. A flower garden planted by students brightens our entrance. Murals designed by the students and graduates of Alta Vista grace our buildings. Classrooms are filled with artwork, science projects and rich samples of student work. Our Kindergarten playground provides opportunities for exercise as well as creative play for our youngest students.

School Profile (School Year 2020-21)

Alta Vista Elementary is a single school K-8 elementary district located in an unincorporated region east of Porterville in Tulare County. Snug against the Sierra foothills, the district is six-square miles.

Mission Statement

Alta Vista puts forth its personal best to foster community-wide literacy, academic success, character development, community involvement and life-long learning.

School Enrollment

The tables illustrate the enrollment trends by grade level and student group.

Enrollment by Student Group	
2019-20	
	Percentage
American Indian or Alaska Native	0.7
Asian	0.6
Filipino	0.2
Hispanic or Latino	84.2
Native Hawaiian or Pacific Islander	2.6
White	11.3
Two or More Races	0.4
EL Students	62.3
Socioeconomically Disadvantaged	94.1
Students with Disabilities	4.6
Foster Youth	2.4
Homeless	0.6

Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
K	63	79	77
1st	63	56	56
2nd	71	63	55
3rd	53	69	58
4th	67	51	63
5th	53	67	51
6th	64	54	63
7th	74	64	55
8th	50	71	61
Total	558	574	539

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The automated phone system makes daily calls to parents when children are absent. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Students who continue to exhibit excessive absences are directed to the appropriate authorities. In the event of habitual truancy, students may be referred to the District's School Attendance Review Board (SARB). The SARB is utilized when students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

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 Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	23	26	23	23
Without Full Credentials	5	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	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.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	2
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	2
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2020-21)

Alta Vista Elementary School District held a public hearing on September 12, 2018, and determined that each 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 Language Learners (ELL), 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 October 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Data Collected: October, 2020					
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption	% Lacking
K-5	ELD	MacMillan/ McGraw Hill	2010	Yes	0.0%
6th-8th	ELD	National Geographic / Hampton Brown	2009	Yes	0.0%
K-5	English/Language Arts	Cengage Learning	2017	Yes	0.0%
6th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	Yes	0.0%
6th-8th	History/Social Studies	McGraw-Hill	2018	Yes	0.0%
K-5	History/Social Studies	Weekly Studies	2018	Yes	0.0%
K-8	Mathematics	McGraw-Hill	2018	Yes	0.0%
K-8	Science	Houghton Mifflin	2019	Yes	0.0%

School Facilities (School Year 2020-21)

Alta Vista Elementary was originally constructed in 1956 and is comprised of 25 permanent classrooms, five portable classrooms, a multipurpose room, a library, a staff lounge, a computer lab, three playgrounds, a family support center, and two preschools.

Cleaning Process

The principal works daily with custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and 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 that efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation. The table displays information collected in October 2020.

School Facility Conditions				
Date of Last Inspection: 09/21/2020				
Overall Summary of School Facility Conditions: Good				
Data Collected: October, 2020				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Room 15: interior wall near south doorway needs new wall covering.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Boys Restroom (M-Wing): Cover electrical outlet.
Restrooms/Fountains	X			Boys Restroom (behind Room 7): Leaking urinal. Classroom/Outside Drinking Fountains: In accordance with the CDPH guidelines, these drinking fountains have been turned off/capped. They will be made available once approval is received from the health department.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	14	18	19	14	18	19	48	50	50
Mathematics (Grades 3-8 and 11)	7	11	11	7	11	11	37	38	39
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	376	372	98.94	1.06	19.14	372	98.94	1.06	10.51
Male	206	203	98.54	1.46	16.26	203	98.54	1.46	9.9
Female	170	169	99.41	0.59	22.62	169	99.41	0.59	11.24
Hispanic or Latino	312	309	99.04	0.96	20.13	309	99.04	0.96	9.74
White	44	43	97.73	2.27	13.95	43	97.73	2.27	13.95
Socioeconomically Disadvantaged	348	344	98.85	1.15	18.37	344	98.85	1.15	11.08
English Learners	260	259	99.62	0.38	20.54	259	99.62	0.38	10.08
Students with Disabilities	17	16	94.12	5.88	0	16	94.12	5.88	0
Migrant Education	50	50	100.00	0.00	20	50	100.00	0.00	16.33

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

Note: 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.

State Priority: Other Pupil Achievement

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

- Pupil outcomes in the subject area of physical education

Physical Fitness

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student’s ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone 2017-18			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4%	21.8%	12.7%
7	21.9%	26.0%	5.5%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

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

Parent & Community Involvement (School Year 2020-21)

In typical school years, the school is very fortunate to have the involvement and support of parents and community members. This year, the school is following guidelines in order to best replicate parent and community volunteerism while adhering to current COVID-19 restrictions. Parents and the community are very supportive of the educational programs at Alta Vista Elementary. Parents are encouraged to volunteer at the school, chaperone field trips, and organize fundraisers. Additional opportunities for involvement include: Parent Club, School Site Council, Migrant Committee, and District English Learner Advisory Committee. The school receives additional support from the local Rotary Club, which regularly donates books to the school library.

State Priority: School Climate

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

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

Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for Alta Vista’s discipline program. Teachers develop their own individual classroom rules and expectations. School rules and policies are distributed to parents and students during orientation at the beginning of the year, and are reviewed throughout the year in the parent/student handbook, parent conferences, Back-to-School and school assemblies. An automated phone system keeps parents up-to-date on upcoming events.

The school has adopted the Character Counts! program, which emphasizes the six pillars of character: caring, responsibility, trustworthiness, citizenship, fairness, and respect.

Suspensions and Expulsions

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	6.25	5.20	3.40	0.00	0.00	0.00
District	6.25	5.20	3.40	0.00	0.00	0.00
State	3.50	3.50	2.50	0.08	0.10	0.05

School Safety Plan (School Year 2020-21)

The school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and disaster drills are held regularly throughout the school. The School Site Safety Plan was last reviewed and updated in October 2020. All revisions were communicated to the both the classified and certificated staff. The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Students are supervised throughout the day by certificated staff and classified staff. The parking lot is the designated area for student drop off and pick up. Visitors are required to check in at the school office upon arrival and required to return to the school office upon departure.

During the COVID-19 pandemic, protecting the health and safety of staff, students and families is a priority. The district has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

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.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Porterville, CA, which contain numerous computer workstations. For more information, please visit www.portervillelibrary.org.

Average Class Size and Class Size Distribution

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
18	19	20	18	19	20	18	19	20	18	19	20	
By Grade Level												
K	25	20	19	2	3	4	2	1	-	1	-	-
1	27	28	28	1	3	2	5	-	1	1	1	1
2	30	32	27	-	-	3	6	3	-	1	1	1
3	23	35	29	6	-	3	-	3	-	1	1	1
4	25	22	23	2	3	2	3	2	3	1	1	1
5	20	19	23	3	4	3	2	3	10	1	1	1
6	29	26	19	1	-	14	7	12	13	5	-	-
By Subject Area												
English	21	23	20	8	8	11	4	3	6	2	3	1
Mathematics	31	34	29	-	-	-	2	1	3	2	3	1
Science	31	34	29	-	-	-	2	1	3	2	3	1
Social Science	31	34	29	-	-	-	2	1	4	2	3	-

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers four staff development days annually. During the staff development days staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	14

Counseling & Support Staff (School Year 2019-20)

It is the goal of Alta Vista to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Alta Vista Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). Students may receive additional assistance from the Resource Specialist Teacher, the Speech and Language Specialist, or the Psychologist.

Students are identified as English Learners (EL) during the enrollment process and through the California English Language Development Test (CELDT). Alta Vista Elementary provides English Language Development (ELD) through language development grouping. During the day students are divided into groups based on their language development in order to provide services appropriate to different levels.

The table lists the support service personnel available at the school. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Services Staff (Paraprofessional)	1	1.0
Nurse	1	0.8
Psychologist	1	0.3
Speech/Language/Hearing Specialist	1	0.2
Technology Specialist	1	1.0

School Leadership

Leadership at Alta Vista is a responsibility shared among district administration, the superintendent, principal, instructional staff, students, and parents.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include:

- Academic Coach
- Leadership Team
- School Site Council
- English Learner Advisory Council (ELAC)
- Parent Club
- Migrant Committee

Student Recognition

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Participation in dances
- Participation in graduation ceremony
- Presidential Award
- Individual Classroom Recognition
- All American Student Classic

District Revenue Sources (Fiscal Year 2019-20)

In addition to general state funding, Alta Vista Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- Title II
- Title III
- Title IV

District Expenditures (School Year 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2016-17 school year. The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$12,464
From Supplemental/Restricted Sources	\$1,879
From Basic/Unrestricted Sources	\$10,585
State	
From Basic/Unrestricted Sources	\$7,750
Percentage of Variation between School & State	36.6%

Teacher & Administrative Salaries (School Year 2018-19)

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2018-19		
	District	State
Beginning Teachers	\$48,156	\$46,965
Mid-Range Teachers	\$74,125	\$67,638
Highest Teachers	\$98,134	\$88,785
Elementary School Principals	\$138,873	\$112,524
Middle School Principals	-	\$117,471
High School Principals	-	-
Superintendent	\$166,872	\$128,853
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	30.0%
Administrative Salaries	5.0%	6.0%

School Site Teacher Salaries (School Year 2018-19)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA). The table illustrates the average teacher salary at the school and district and compares it to the average teacher salary at the state level.

Average Teacher Salaries	
School & District	
School & District	\$72,900
School & State	
All Elementary School Districts	\$71,448
Percentage of Variation	2%