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Grades
Kindergarten through
Twelve

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Marconi Learning Academy

2019-2020 School Accountability Report Card

Published in the 2020-2021 School Year

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 California Department of Education (CDE) 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.

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.

School Mission Statement

The school's mission is to provide students seeking an alternative school setting with a personalized approach to learning that empowers them to take responsibility for their education and to graduate with the skills they need to become responsible citizens and lifelong learners.

In order to carry out this mission, the school strives to equip the surrounding area students with the educational skills necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision and the ability to participate intelligently and responsibly in a global society. The school offers alternative choices through site-based learning, independent study, and distance learning to enable students to acquire the knowledge necessary to make a difference in their lives.

The school provides a diverse, student-centered environment in which all students are held to high academic and behavioral standards. Students work in collaborative relationships, both within and outside the school, and perform service to the community. Through a personalized learning approach to education, the school strives to develop students who are competent, self-motivated, life-long learners. In order to accomplish this, the school emphasizes increased parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

The school places a strong emphasis on parental involvement within the learning process. Parents are viewed as an essential link in improving education; therefore, parents are encouraged to take part in their children's education through frequent communication with the teachers, participation in school related functions, and attendance in school sponsored parent development workshops. By providing a vehicle for meaningful parental involvement, the school strives to bridge the gap between school and home. It is the hope of the school that students will observe first-hand their parents and teachers working together to make a difference in their education and future.

School Profile (School Year 2020-21)

Marconi Learning Academy opened in the fall of 2018. It is a public charter school that offers a personalized educational program for high school students and families who prefer using an Independent Study model to meet academic needs. Typical students are those who have become dissatisfied with the quality of education they are receiving in the local public school systems. Students come to the school because they were unsuccessful in the traditional high school setting or they needed a more personalized approach to education. Other students need the flexibility of an independent study model to meet family obligations such as work or child care needs. Regardless of the reason, the school offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards that provides a challenging, yet highly individualized, education for students.

School Enrollment

The charts display school enrollment broken down by grade or student group.

Enrollment Trend by Grade Level

	2018-19	2019-20
9th	69	120
10th	99	99
11th	60	76
12th	9	18
Total	237	313

Enrollment by Student Group

2019-20	
	Percentage
Black or African American	20.8
American Indian or Alaska Native	0.3
Asian	3.8
Filipino	0.6
Hispanic or Latino	55.9
Native Hawaiian or Pacific Islander	1.3
White	8.0
Two or More Races	8.9
EL Students	15.3
Socioeconomically Disadvantaged	87.9
Students with Disabilities	17.3
Foster Youth	4.5
Homeless	5.4

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
- School facilities are maintained in good repair

Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school. ***Because the school opened in the fall of 2018, there is no prior year data to report.***

Note: As an independent charter school, the school's program, resources, and administration are run independently from the host district, so there is no district data to report for comparison in this section.

Teacher Credential Status

	School		
	18-19	19-20	20-21
Fully Credentialed	8	10	13
Without Full Credentials	4	5	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments & Vacancies

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.

Because the school opened in the fall of 2018, there is no prior year data to report.

Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0

School Facilities (School Year 2020-21)

Marconi Learning Academy School takes great efforts to ensure that all of its campuses are clean, safe, and fully functional with all necessary repairs being attended to with urgency. The school has established cleaning standards for all school facilities, and an outside vendor routinely cleans the school and makes sure that all necessary toiletries are restocked on a daily basis to ensure the health and safety of students and staff.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2021.

School Facility Conditions				
Date of Last Inspection: 12/20/2020				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: January, 2021				
Items Inspected	**Facility Component System Status**			**Deficiency & Remedial Actions Taken or Planned**
	Good	**Fair**	**Poor**	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Textbooks & Instructional Materials (School Year 2020-21)

The school determined that each student has 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, health, foreign languages, and visual and performing arts for use in the classroom and to take home.

The table displays information collected in January 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th	Algebra I	Houghton Mifflin/Harcourt	2016	Yes	0.0%
11th	Algebra II	Houghton Mifflin/Harcourt	2016	Yes	0.0%
9th	Earth Science	Prentice Hall	2006	Yes	0.0%
12th	Economics	McGraw-Hill	2018	Yes	0.0%
9th-12th	English/Language Arts	Houghton Mifflin/Harcourt	2014	Yes	0.0%
9th-10th	Foreign Language	Glencoe	2005	Yes	0.0%
10th	Geometry	Prentice Hall	2007	Yes	0.0%
10th-12th	Health	Pearson	2006	Yes	0.0%
9th-10th	Integrated Science I	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th-12th	Integrated Science II	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Earth Science	Houghton Mifflin/Harcourt	2012	Yes	0.0%
9th-10th	Physics	Houghton Mifflin/Harcourt	2012	Yes	0.0%
10th	Biology	Houghton Mifflin/Harcourt	2012	Yes	0.0%
11th	Chemistry	Houghton Mifflin/Harcourt	2012	Yes	0.0%
12th	United States Government	McGraw-Hill	2018	Yes	0.0%
11th	United States History	Houghton Mifflin	2014	Yes	0.0%
9th	World Geography	Pearson	2013	Yes	0.0%
10th	World History	Houghton Mifflin	2014	Yes	0.0%

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

California Assessment of Student Performance and Progress (CAASPP)

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		
Percent of Students Meeting or Exceeding the State Standards		
Subject	School	State
	2019	2019
English Language Arts/Literacy (Grades 3-8 and 11)	11	50
Mathematics (Grades 3-8 and 11)	0	39
Science (Grades 5, 8, and 10)	--	29

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									
		English-Language Arts				Mathematics			
Student Groups	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	68	62	91.18	8.82	11.29	62	91.18	8.82	0
Male	29	27	93.10	6.90	11.11	27	93.10	6.90	0
Female	39	35	89.74	10.26	11.43	35	89.74	10.26	0
Black or African American	17	15	88.24	11.76	6.67	15	88.24	11.76	0
Hispanic or Latino	31	28	90.32	9.68	14.29	28	90.32	9.68	0
Socioeconomically Disadvantaged	63	58	92.06	7.94	10.34	58	92.06	7.94	0
Students with Disabilities	11	11	100.00	0.00	0	11	100.00	0.00	0

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.

UC/CSU Course Completion

Students are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	57%
Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20)	0

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education (CTE) Programs

The school continues to develop its Career Technical Education (CTE) program. The school recognizes the need to integrate core academic knowledge with technical skills as needed for today's modern workforce, and the school is committed to bringing students greater opportunities in developing these skills through their continued efforts in developing relationships with local businesses and trade schools.

The school offers several professional skills and online CTE courses such as Computing for College and Careers, Professional Skill, media arts, health science, introduction to education and family development, and introduction to finance. The career exploration course assist students in exploring various career interest and occupations.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	**Response**
How many of the school's pupils participated in CTE programs?	32
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	0
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	23.0%

State Priority: Other Pupil Outcomes

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 2018-19			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	-	-	-
7	-	-	-
9	13.6%	10.2%	1.1%

*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 district and each school site

Parent & Community Involvement (School Year 2020-21)

Marconi Learning Academy utilizes a number of strategies to increase parental involvement, including school open houses, virtual back-to-school nights, a quarterly school newsletter, volunteer opportunities in the classroom, and quarterly Parental Advisory Council (PAC) and English Learner Advisory Council (ELAC) meetings. In all of these venues, information regarding the development and efficacy of the curriculum and instruction are shared. The school continues to explore ways to encourage more parental and community involvement in the support of its educational program.

PAC meetings have the ELAC wrapped in and are offered 6 times a year. Parents and stakeholders are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Marconi Learning Academy at (916) 974-7307.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority5):

• High school dropout rates
• High school graduation rates

Dropout & Graduation Rates

In knowing the "at risk of dropping out" status of the majority of students enrolling in the school, we begin interventions from the point of enrollment. Upon enrollment, students participate in a course entitled Professional Skills. In this course students learn study skills and strategies to be more successful in school, especially in the area of time management. We believe students are less likely to drop out if they have an ideas of the career opportunities available to them. The counselor meets with students to support with post-secondary planning and career exploration.

Students also participate in academic assessments, such as NWEA, after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need and ensures students are not enrolling in courses to far removed from their current academic abilities. Unlimited free tutoring availability also serves as an intervention for students, when they struggle with particular concepts. Together, all of early interventions are intended to promote attendance and reduce the likelihood of student drop outs. However, these standard interventions are not always met with student success.

When faculty and staff at (school) witness a decline in the attendance of a particular student, more specific and targeted interventions take place in progressive steps:

• A missed day of school results in a call home from the student's teacher

• A pattern of missed school days results in a parent-teacher or adult student-teacher conference

• A continued pattern of missed schools days after a teacher conference results in an Attendance Intervention Meeting (A.I.M). In this meeting the parent or adult student meet with the Student Retention Specialist to discuss the legal requirements of school attendance for minors and problems adults face as high school drop outs.

• A continued pattern of missed school days after an A.I.M. intervention is escalated to a Student Retention Meeting (S.R.S) intervention. Student Retention Meetings include the School Counselor, School Administrator, and the Student Retention Specialist. When the student and parent meet with the S.R.S team. Serious conversations take place about the appropriateness of independent study for the student, school options, and the serious long-term consequences of dropping out of school.

The table displays the graduation and dropout rates for the school.

Note: The California Department of Education DataQuest system reports one year dropout rates up to 2017 and one year graduation rates determined through the California School Dashboard. The school is a Dashboard Alternative Status School (DASS) as a result of the student population served. The tables display the most current data available. N/A is displayed when the school is new and there is no data available to report.

Graduation & Dropout Rates					
Graduation			**Dropout**		
17-18	18-19	19-20	16-17	17-18	18-19
School					
94.0%	95.1%	95.0%	N/A	7.8%	8.8%

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
• Other local measures on the sense of safety

Suspensions & 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. Additionally, please note that the suspension and expulsion rate for the state was not available at time of publication.

Suspensions & Expulsions					
Suspensions			**Expulsion s**		
17-18	18-19	19-20	17-18	18-19	19-20
School	0.00	0.00	0.00	0.00	0.00	0.00
State	3.51	3.50	N/A	0.08	0.10	N/A

School Safety (School Year 2020-21)

Our school Safety Plan consists of our Injury and Illness Prevention Program, Emergency Procedures and Section 4 of our Employee handbook. Sponsoring School Districts ask for these safety programs as part of our charter's renewal process. We review our School Safety Plans annually and update them if necessary.

The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise the students throughout the school day to ensure a safe and positive learning environment. Both staff and student school IDs are expected to be displayed at all times, and visitor to the sites must register in at the front office to receive appropriate identification badges. The Safety Plan was updated in December 2020.

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.

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content know ledge to meet the needs of the school's diverse learners. Special emphasis is placed on targeting the unique needs of its English language learners, special education students, and those students at-risk of dropping out of school.

In addition, school administrators participate in ongoing quarterly principal academies with the focus being on effective school leadership practices and instructional leadership. School administrators identify school-wide focuses for its campuses each year for professional development and take the lead in conducting or organizing large-and-small group staff development opportunities and ongoing instructional coaching to its teachers aimed at the school needs. Topics covered through professional developments are based on the needs of the school, suggestions made by the school staff through department meetings and/or staff surveys, and through the collection and analysis of data indicating school needs and/or needed changes. Newly hired teachers are partnered with existing teachers for the first year and participate in a mandatory two-week on the job training for the purpose of familiarizing them to the program and mission of the school.

The school also provides Induction training to its preliminary credentialed teachers through it partnership with Induction. Participating teachers are assigned a support provider from their assigned site and participate in all required Induction activities. The school's special education teachers receive annual training on new procedures and processes, as well as

in effective instructional strategies for improving academic achievement. In addition to ongoing professional development opportunities offered locally, staff also participates in the California Charter Schools Association's annual CCSA Conferences, annual A-plus conferences, and other conferences sponsored by local county offices of education.

The table displays the number of days that a professional development opportunity was available.

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	15

Class Size

Due to the nature of independent study, class size distribution data is unavailable for this school.

Counseling & Support Staff (School Year 2019-20)

The school seeks to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The following is a list of support staff available to students 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.*

Academic Counselor to Student Ratio	
2019-20	
	Average Number of Students per Academic Counselor
Academic Counselor(s)	1:313

Counseling & Support Services Staff	
	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	As Needed
Psychologist	1.0

Advanced Placement Classes (School Year 2019-20)

Marconi Learning Academy does not offer Advanced Placement classes.

Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries in their local communities, which contain numerous computer workstations. Students are provided hotspots to use at home with school issued laptops or their own equipment.

School Revenue Sources (Fiscal Year 2019-20)

Special Education programs for SELPA, students with special needs.

General operations—salaries, benefits, services, materials, and support to the general education

School Expenditures (Fiscal Year 2018-19)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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	
Total Expenditures Per Pupil	$13,263
From Supplemental/Restricted Sources	$941
From Basic/Unrestricted Sources	$12,322
State	
From Basic/Unrestricted Sources	$7,750
Percentage of Variation between School & State	59.0%

School Site Teacher Salaries (Fiscal Year 2018-19)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

Average Teacher Salaries	
School	
School	$68,636
School & State	
All Elementary School Districts	$80,565
Percentage of Variation	-14.8%