

East Palo Alto Charter School – An Aspire Public School
School Accountability Report Card
2003-2004 School Year

School Information		District Information	
School Name	East Palo Alto Charter School	District Name	Aspire Public Schools
Principal	Kristyn Klei	Superintendent	Donald Shalvey, Ed.D.
Street	1286 Runnymede Street	Street	426 17 th Street
City, State, Zip	East Palo Alto, California, 94303	City, State, Zip	Oakland, California, 94612
Phone Number	650.614.9100	Phone Number	510.251.1660
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Web Site	www.aspirepublicschools.org	Web Site	www.aspirepublicschools.org
E-mail Address	www.aspirepublicschools.org	E-mail Address	www.aspirepublicschools.org
CDS Code	41-68999-6114953	SARC Contact	Kristyn Klei

School Description and Mission Statement

Our Vision

To enrich students' lives and reshape local public school systems

Our Mission

- To provide personalized learning experiences for California's diverse students
- To develop outstanding educators
- To catalyze change in public schools
- To share our successful practices with other forward-thinking educators

Our Core Values

- *Collective Responsibility:* Individual and group responsibility for and ownership of results, actions and decisions
- *Quality:* Commitment to excellence and the discipline to continually improve
- *Customer Service:* Responsiveness to the needs of external and internal customers
- *Purposefulness:* Deliberate action, focused on the organization's goals and priorities

Opportunities for Parental Involvement

Contact Person Name	Allison Leslie	Contact Person Phone Number	650.614.9100
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Parent Involvement

Aspire Public Schools recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, Aspire features:

- *School-Family-Student Compact:* To underscore that a mutual commitment is needed to promote academic success, the teacher, parent(s), and student all sign a compact during a three-way conference at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties' mutual accountability for the success of all students, staff development, and parent satisfaction.
- *Special Saturday Workdays:* Scheduled at the beginning of the year, these mandatory half-day sessions allow parents to attend school with their children.
- *Guidance about At-home Support:* Aspire offers coaching to parents on reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.
- *Participation in School Decision-making:* In addition to roles in the school's parent organization, Aspire includes two parent representatives on the School Site Council and parent participation on the school's Teacher Hiring Committee.

Aspire's commitment to parents is demonstrated in the formal Guarantee to Parents. At any Aspire campus, parents can expect:

- A demonstrated improvement in their child's academic performance;
- An open invitation to attend their child's classes;
- Easy, open communication with their child's teacher
- The opportunity to rate the performance of teachers and the school annually; and
- Eligibility to serve on the school's governing body, the Advisory School Council

Demographic Information

Student Enrollment, by Grade Level

Grade Level	Enrollment
Kindergarten	40
Grade 1	40
Grade 2	40
Grade 3	40
Grade 4	52
Grade 5	52
Grade 6	46
Grade 7	47
Grade 8	25
Total Enrollment	382

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	92	24%	Hispanic or Latino	273	72%
American Indian or Alaska Native	0	0	Pacific Islander	14	3%
Asian	0	0	White (Not Hispanic)	3	1%
Filipino	0	0	Multiple or No Response	0	0

School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	AUGUST 2003	Date Last Discussed with Staff	AUGUST 2004
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STATEMENT OF SAFETY POLICY

It is the policy of Aspire Public Schools (“Aspire”) to strive for the highest safety standards and to provide a safe workplace for all employees and a safe school for all students. Aspire has developed a comprehensive Injury and Illness Prevention Program (“IIP Program”) to achieve this end. The goal of this program is to minimize the frequency and severity of employee and student accidents and to comply with the laws and regulations that pertain to our operations. The program has been designed to eliminate physical hazards from the work and school environment and train all employees in safe work practices.

ASSIGNMENT OF RESPONSIBILITY

Aspire Principals have the ultimate responsibility for the implementation and enforcement of the IIP Program at their school site.

Aspire Office Managers are responsible for the record keeping and coordination of the safety training programs at their school site.

Employees - It is the responsibility of all Aspire employees to bring any unsafe actions, practices, or conditions to the attention of his/her manager or supervisor.

DISASTER PLANS

Disaster plans are located in each classroom. Each plan is site and classroom specific and covers such disasters as fire safety, earthquake safety, flood, severe weather warnings, electrical failure, gas line problems, water main breaks, water contamination, chemical spills, lockdown/shooting incidents, bomb threats, explosions, and intruders.

School Programs and Practices that Promote a Positive Learning Environment

Aspire’s educational program is designed to give children, especially in low-income communities, access to opportunities for success in life, work and citizenship:

- East Palo Alto Charter is a school where students won’t “fall through the cracks.” Our school is small, with only 382 students. Classes are small, with no more than 20 students in K-3 and 26 students in grades 4-8. Teachers “loop” with their students by teaching them for at least two grade levels. Beginning in grade 6, students join an advisory group of no more than 15 students with an adult advisor who provides guidance for each student through 8th grade.
- EPACS has 20% more learning time with longer school days and a longer school year, in comparison to state requirements. Middle school students have block scheduling to make better use of the instructional time available.
- Rigorous standards and high expectations are present in every classroom at East Palo Alto Charter School.
- EPACS uses a balanced, research-based curriculum that includes basic skills, life skills and higher-order thinking skills.
- Teachers at EPACS use a variety of instructional techniques, including direct instruction and interdisciplinary projects in order to promote learning for every student.
- Parents complete 40 volunteer hours each year at the school in order to promote learning for their children as well as other students at the school.

Suspensions and Expulsions	2004
Number of Suspensions	42
Number of Expulsions	0

School Facilities

East Palo Alto Charter School merged with Aspire Public Schools in 2003. The building is leased from the Ravenswood City School District. Negotiations to navigate new leasing agreements begin again in January 2005.

Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	20%	27%	25%	12%	14%	13%	33%	35%	36%
Mathematics	27%	36%	38%	13%	19%	17%	35%	42%	42%
Science	---	---	6%	---	---	3%	---	---	24%
History/Social Science	---	9%	0	---	11%	8%	---	27%	27%

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	6%	---	---	---	24%	---	---
Mathematics	9%	---	---	---	38%	---	---
Science	0	---	---	---	5%	---	---
History/Social Science	0	---	---	---	0	---	---

CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	20%	29%	26%	19%	11%	---	26%	---
Mathematics	37%	39%	39%	34%	12%	---	40%	---
Science	4%	5%	5%	5%	0	---	7%	---
History/Social Science	0	0	0	0	0	---	0	---

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	38%	31%	30%	22%	18%	17%	49%	41%	41%
Mathematics	62%	54%	51%	31%	26%	28%	57%	50%	51%

NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	12%	---	---	---	29%	---	---
Mathematics	12%	---	---	---	52%	---	---

NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	25%	37%	30%	26%	31%	---	31%	---
Mathematics	54%	52%	53%	46%	53%	---	53%	---

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	52%	70%	32%	8%	7%	8%	24%	25%	22%
7	32%	0	31%	9%	11%	7%	28%	30%	26%

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

School-wide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested	99%	99%	100%	Percent Tested	99%	100%	100%
API Base Score	648	681	723	API Growth Score	680	720	721
Growth Target	656	687	727	Actual Growth	32	39	-2
Statewide Rank	4	5	5				
Similar Schools Rank	10	10	10				

API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
African-American				African-American			
API Base Score	639	699	735	API Growth Score	711	732	699
Growth Target	645	704	738	Actual Growth	72	33	-36
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Asian				Asian			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Filipino				Filipino			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
Hispanic or Latino				Hispanic or Latino			
API Base Score	654	672	714	API Growth Score	664	711	726
Growth Target	660	677	717	Actual Growth	10	39	12
Pacific Islander				Pacific Islander			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---
White (not Hispanic)				White (not Hispanic)			
API Base Score	---	---	---	API Growth Score	---	---	---
Growth Target	---	---	---	Actual Growth	---	---	---

API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score	631	667	706	API Growth Score	662	704	705
Growth Target	637	672	709	Actual Growth	31	37	-1

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent Proficient or above and the

participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School			District		
	2002	2003	2004	2002	2003	2004
Overall AYP Status	---	Yes	Yes	---	Yes	Yes

AYP Status by Subgroup	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	Yes	Yes	---	Yes	Yes
American Indian or Alaska Native	---	N/A	N/A	---	N/A	N/A
Asian	---	N/A	N/A	---	N/A	N/A
Filipino	---	N/A	N/A	---	N/A	N/A
Hispanic or Latino	---	Yes	Yes	---	Yes	Yes
Pacific Islander	---	N/A	N/A	---	N/A	N/A
White (not Hispanic)	---	N/A	N/A	---	N/A	N/A
Socioeconomically Disadvantaged	---	Yes	Yes	---	Yes	Yes
English Learners	---	Yes	Yes	---	Yes	Yes
Students with Disabilities	---	N/A	N/A	---	N/A	N/A

Class Size

Average Class Size and Class Size Distribution

Grade Level	2004			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	20	2		
1	20	2		
2	20	2		
3	20	2		
4	26		2	
5	26		2	
6			2	
7			2	
8			1	

Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Percent of Students Participating			
Grade Level	2002	2003	2004
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Teacher and Staff Information

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject they teach. More information on teacher qualifications required under NCLB can be found at the California Department of Education’s Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Teacher Credentials

	2004
Total Teachers	18
Teachers with Full Credential	9
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0
Teachers in Alternative Routes to Certification (district and university internship)	4
Pre-Internship	3
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0

Teacher Education Level

	School
Doctorate	
Master’s Degree plus 30 or more semester hours	
Master’s Degree	2
Bachelor’s Degree plus 30 or more semester hours	14
Bachelor’s Degree	2
Less than Bachelor’s Degree	
None Reported	

Core Academic Courses Not Taught by Highly Qualified Teachers

	School
Total	2

Teacher Evaluations

At Aspire, the educator performance evaluations have several purposes:

- to provide regular feedback to teachers to inform their professional growth;
- to ensure that teachers are appropriately rewarded according to their actual performance;
- to build a culture of ownership

The Criteria in which teachers are evaluated are:

1. Learning environment
2. Classroom management
3. Curriculum and Instruction
4. Assessment
5. Aspire Values

A teacher evaluation rubric can be referenced on each of the above stated criteria demonstrating expected levels of competency for Aspire educators.

Principals at Aspire are expected to spend at least 1 hour per day in classrooms, observing each teacher at least 1-2 times per week. Site principals meet formally with each educator to develop a Personalized Learning Plan, with follow-up meetings according to the PLP. Frequency of supervision and evaluation is individual to each teacher depending on their needs as a professional educator.

Year-end evaluations for teachers include data from the following areas:

1. Review of student data: including STAR, Aspire benchmark assessments and in-class assessments
2. Scheduled classroom observations

3. Unannounced classroom observations
4. Self-evaluations
5. Peer/Lead teacher feedback
6. Parent feedback: provided by yearly parent surveys

Substitute Teachers

Aspire makes every effort to provide the highest quality substitute teachers when one of our own educators is out due to illness or for staff development purposes. We have contracted with Kelly Services in order to provide credentialed teachers in our classrooms whenever possible due to teacher absenteeism.

Counselors and Other Support Staff

Title	FTE
Counselor	
Librarian	1
Psychologist	.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	.5
Other	

Curriculum and Instruction

Professional Development

Aspire understands that the demands we put on professional educators is greater than most schools. We have high expectations for all of our students; therefore we must have high expectations for our educators. Every new teacher to Aspire is required to attend three weeks of summer training – one week in mathematics and two weeks in Language Arts/Humanities. These teacher institutes expose new teachers to the rigorous curriculums and instruction that we expect to take place in all of our schools. Lead teachers and administrators at Aspire attend a yearly 3-day workshop every summer. In the past, workshops have focused on building culture, parent involvement, analyzing data, and effective observation of instruction techniques. Lead teachers and principals also attend training for 4 hours every 6 weeks. Individual sites take an additional 3-5 days for professional development that is tailored to their site. Aspire sites usually chose one topic to focus on for the year and this topic helps to guide their professional development. Topics have included: improving writing scores, teaching English language learners in the regular education classroom and community learning environments.

Quality and Currency of Textbooks and Other Instructional Materials

In Aspire Schools, textbooks are used as a tool for instruction; they never take place of good teaching and the facilitation of learning.

Mathematics:

The Aspire Mathematics Program follows the California Mathematics Standards in delivering a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Aspire teachers give students opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems.

Materials for K-5: Harcourt Mathematics, Roll & Write Cubes, Mathematics Manipulatives, Math Games, Calculators, Problem of the Month

Materials for 6-8: Saxon Mathematics, Problem of the Day/Month, Calculators, Math Manipulatives

Language Arts and Humanities:

The Aspire K-5 Language Arts Program follows the California Language Arts Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history, science and literature.

The Aspire Humanities Program in grades 6-12 follows the California Language Arts and Social Studies Standards in offering a rigorous curriculum, effective instruction, and meaningful assessments. In providing this program, Aspire teachers provide students with opportunities to build their reading and writing skills in a variety of forms, styles and genres, and engage in examinations of themes across history and literature.

Resources K-5:

Open Court 2002 – Full Adoption

Materials for 6-12:

History Alive units, various literary and nonfiction works

Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	69,360	36,000
1	69,360	50,400
2	69,360	50,400
3	69,360	50,400
4	69,360	54,000
5	69,360	54,000
6	72,225	54,000
7	72,225	54,000
8	72,225	54,000

Total Number of Minimum Days

East Palo Alto Charter School had a total of 38 minimum days in the 2003-04 school year.

Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/re/pn/fb/yr04statesalaries.asp> and <http://www.cde.ca.gov/ds/fd/cs/>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,589	\$33,290
Mid-Range Teacher Salary	\$53,285	\$49,210
Highest Teacher Salary	\$76,293	\$74,087
Average Principal Salary (Elementary)	\$81,907	\$75,338
Average Principal Salary (Middle)	\$n/a	
Average Principal Salary (High School)	\$79,769	
Superintendent Salary	\$144,063	\$94,180
Percent of Budget for Teachers' Salaries	31%	36%
Percent of Budget for Administrative Salaries	4%	6%

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$16,100,000	\$5,824	\$7,339	\$6,822