

Ventura Charter School of Arts and Global Education

PO Box 392 • Ventura, CA, 93002 • (805) 648-5503 ext. 1000 • Grades K-8
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2016-17 School Accountability Report Card

Published During the 2017-18 School Year

Ventura Charter School of Arts & Global Education

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District Governing Board

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District Administration

Superintendent

Director of Operations, Mary Galvin

Director of Education, Lisa Hildebrand

Mission Statement

As a progressive school, we educate the "whole child" by addressing the cognitive, social, emotional, and physical needs of K-8 students. We enable students to flourish through the use of innovative curriculum and instruction that empowers them to reach their innate intellectual, creative, and leadership potentials.

Ventura Charter School of Arts and Global Education is a tuition-free public school of choice serving approximately 415 students from Kindergarten through Eighth grade in the classroom based program and 25 in our Homeschool program. Our Charter School's progressive, high-quality, student-centered educational program expands educational choices for parents and their children in the public school system, supports a nurturing community of learners, and improves student achievement.

Ventura Charter School prepares its students to be global citizens of the 21st century by providing a rigorous and relevant curriculum for today's dynamic world. Our students understand that life is interconnected and interdependent and see themselves as active members in a diverse global community. We cultivate in each child a love of learning, a strong self-concept, and the ability to see themselves as autonomous, cooperative, respectful and productive lifetime learners.

Ventura Charter School provides a progressive constructivist learning environment where the needs of the "whole child" are addressed. VCS has an Arts and Global Education focus where an inquiry-based, project-oriented approach is utilized to emphasize learning activities that are long-term, interdisciplinary, student centered, and integrated with real-world issues. Intrinsic motivation is encouraged and students are empowered to take responsibility for their own learning. Multiple styles of teaching are used to address the diversity of intelligences among our students. We offer a rich, multi-dimensional curriculum where children are challenged and motivated in multi-aged classrooms to achieve above and beyond the confines of grade-level instruction.

Expected School-Wide Learning Results (ESLRS)

Every Ventura Charter School graduate will be:

1. An Effective Empathic Communicator--Able to read, write, speak, and listen with confidence and compassion.
2. A Critical Thinker--Able to creatively and collaboratively solve problems and conflicts using flexibility, resourcefulness, and reflection.
3. An Active Participant in an Interdependent Global Community--Able to demonstrate an awareness of and respect for diverse perspectives and to interact responsibly with the environment.
4. A Creative Student of the Arts--Able to understand the role of art in society and to appreciate art both by others and as a means of personal expression.
5. A Lifelong Learner--Able to engage and develop their interests in a continual pursuit of intellectual and personal growth.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	63
Grade 2	52
Grade 3	53
Grade 4	59
Grade 5	54
Grade 6	43
Grade 7	31
Grade 8	24
Total Enrollment	435

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	3.4
Asian	6.4
Filipino	1.4
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	0
White	59.5
Two or More Races	9.2
Socioeconomically Disadvantaged	33
English Learners	4
Students with Disabilities	10.3
Foster Youth	0.2

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			
Ventura Charter School of Arts and Global	15-16	16-17	17-18
With Full Credential	18	22	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Misassignments and Vacant Teacher Positions at this School			
Ventura Charter School of Arts	15-16	16-17	17-18
Teachers of English Learners	0	20	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

All VCS textbooks and instructional materials used in the core curriculum are aligned to the California State Content Standards and Frameworks. In alignment with the Standards, VCS develops each student's strengths as a reader, writer, researcher, listener, speaker, and collaborator. Highly motivating and engaging literature and language arts lessons enhance learning, with reading and writing skills taught through whole language, phonemic awareness and explicit phonics instruction to create a balanced approach to literacy.

The Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies, and critical thinking skills to interpret, evaluate, and appreciate texts. Students with special needs are given ample opportunities to participate in communicative and interactive learning activities, which enhances their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

The strengths of the VCS Language Arts program lie in the integration of the literacy instruction across all areas of the core curriculum, incorporating multicultural literature and multimedia, building upon an abundance of life experiences and the reservoir of knowledge students of diverse backgrounds bring to school. In addition, all students are encouraged to read, write, and share their work daily through various practices. Reading and Writing workshop models are used to allow teachers to spend time with students in one-on-one conferences to help students of all abilities become more proficient readers and writers. Finally, the Language Arts program is presented via a spiraled curriculum, offering students the opportunity to go both deep and broad over the course of their years at VCS.

VCS students are provided a mathematics program that allows them to develop the necessary computation, application and problem solving skills to be proficient in the Common Core Math Standards while developing a deep conceptual understanding of math principles and operations. VCS uses Eureka as its mathematics curriculum for both the site based program and the home school program respectively. In a Consumer Reports- style review, the independent nonprofit, EdReports.org found that Eureka is the only current curriculum that meets all criteria for alignment to Common Core. <http://www.edreports.org/reports/series/eureka-math.html>. VCS also supplements this mathematics curriculum with Dreambox, an online interactive program that works with students at their personal level for each standard in math. These K-8 grade programs allow VCS to be at the forefront in educating our students for college/career and beyond.

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder in accordance with the Next Generation Science Standards. Students acquire knowledge of science concepts through a balanced curriculum, which includes building on their prior understandings to learn about the logic of the scientific method and the applications of science to the world around them. Students develop the critical thinking skills of science utilizing the Crosscutting Concepts of Patterns, Cause and Effect, Scale, Proportion and Quantity, Systems, Energy and Matter, Structure and Function and Stability and Change. Students are expected to engage, explore, explain, elaborate on and evaluate throughout their scientific studies. All students have access to the science core curriculum and are exposed to life, earth and space, and the physical sciences as well as engineering and technology in alignment with the State Framework and the California State Science Standards.

Students in all grades study history and social sciences through integrated, literature-enriched projects that draw upon students' interests and experiences and incorporate goals that promote cultural knowledge and understanding, democratic principles and civic values, and the academic and social skills necessary for effective participation in diverse societies. Teachers incorporate Common Core and state content standards and high yield instructional strategies in project work which allows students to engage more deeply in their learning. The teaching of history is integrated with geography, the humanities, and other social sciences through our focus on global and environmental education. Activities and lessons are correlated with language arts, science, and the visual and performing arts. Teachers build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students engage in problem solving as they acquire, evaluate, and use information in a variety of ways.

Textbooks and Instructional Materials	
Year and month in which data were collected: September, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Daily Five, Words Their Way, Writers' Workshop (Calkins), Readers' Workshop (Calkins), In the Middle (Atwell), Guided Reading (Fountas and Pinnell), Lexia, Source materials The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka, Dreambox The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Foss, Carolina Curriculum for Science and Math, STEMscopes The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive, Interact The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials	
Year and month in which data were collected: September, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Ventura Charter School is located on the campus of a west-side Ventura Unified School District middle school under the provisions of Prop. 39. The charter school occupies twenty (20) portable classroom buildings. VCS shares access to the middle school cafeteria and library. There is a large field and playground structure outside the fenced-in campus and a smaller playground inside the fence for K-2 grades. Ten portable buildings were placed in August, 2006, two more in August, 2011, four more in August, 2012, two more in August, 2013, and two more in August, 2016. The large playground structure was built in spring, 2008 and relocated in summer, 2012. There are two bathroom buildings comprised of a boys and girls restroom and an adult restroom/janitor closet. The first was installed in August, 2006 and upgraded in August, 2013. The second bathroom building was installed in August, 2012. A playground structure for K-2 was installed December, 2015.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: Fall, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	67	62	44	43	48	48
Math	58	54	35	31	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	70	10	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

•VCS students in grades five and seven, are required to take the Physical Fitness Test which has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity: Aerobic Capacity; Abdominal Strength and Endurance; Upper Body Strength and Endurance; Body Composition; Trunk Extensor Strength and Flexibility; and Flexibility.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.8	27.8	5.6
7	29	12.9	25.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	86	82	95.4	69.5
Male	44	42	95.5	69.1
Female	42	40	95.2	70.0
Hispanic or Latino	20	18	90.0	50.0
White	58	56	96.6	76.8
Socioeconomically Disadvantaged	20	19	95.0	52.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	261	98.86	62.31
Male	136	133	97.79	54.55
Female	128	128	100	70.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	71	100	47.89
White	163	160	98.16	66.67
Two or More Races	20	20	100	80
Socioeconomically Disadvantaged	102	102	100	45.1
English Learners	15	15	100	26.67
Students with Disabilities	36	35	97.22	20
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	260	98.48	53.85
Male	136	132	97.06	53.79
Female	128	128	100	53.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	70	98.59	48.57
White	163	160	98.16	57.5
Two or More Races	20	20	100	45
Socioeconomically Disadvantaged	102	101	99.02	37.62
English Learners	15	15	100	26.67
Students with Disabilities	36	35	97.22	17.14
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Ventura Charter School is a successful independent public school that provides parents a unique choice in the education of their children. We have a strong partnership with our parents who volunteer both in the classroom and outside the classroom to support the students and the staff. The Parent Advisory Committee meets monthly to address issues related to school culture and organization. The Parent Council meets quarterly and has the following responsibilities:

- Acts as a communication channel between parents and other groups, both within and outside of the school community;
- Coordinates and sponsors committees that enhance the school and contribute to fulfilling the mission;
- Coordinates fundraising activities;
- Oversees, along with the Director of Operations, the allocation of funds raised;
- Reports to the Board;
- Participates in Board and Staff selection committees.

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

Ventura Charter School adheres to an Emergency Preparedness Policy drafted specifically to the needs of the school site. It is reviewed and updated annually. This policy includes procedures and responses to fire, flood, earthquake, and terrorist threats. The school conducts periodic fire, earthquake, and lockdown drills. Ventura Charter has acquired emergency supplies for the School and developed the following policies and procedures:

- responding to natural disasters and emergencies
- the administration of prescription medications
- the prevention of blood borne pathogens and safe lifting procedures
- background checks for employees and parent volunteer drivers/chaperones
- administrator sexual harassment prevention training
- administrative staff has CPR/first aid certification

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.6	0.7	0.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.9	2.7	4.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.30
Social Worker	0
Nurse	
Speech/Language/Hearing Specialist	.40
Resource Specialist	1
Other	.10
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	25	25	1			2	2	2			
1-2	25	25	25				4	4	4			
3-4	25	25	25				4	4	4			
5-6	25	23	19	3		3		4				
7-8		26	20	2		2		2				

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

Professional Development provided for Teachers

The most important factor in student achievement is quality teachers. All of our teachers are Highly Qualified and ours is a culture that embraces collaboration and innovation. Our Teacher Council is empowered to make all curricular and programmatic decisions. We bank time each week so that they have three hours every Wednesday for staff development and inquiry. In the current school year, nine days are allocated to professional development that focus on California State Standard implementation, science and technology. In addition, the VCS Board allocated funds to support VCS professional development goals from the Local Control Action Plan (LCAP) goals and individual teacher needs. Professional development is planned using a variety of delivery means ranging from professional conferences, guest speakers, book clubs, relevant and current research, as well as VCS teacher leaders. Teachers are given opportunities and resources to seek outside professional development in areas they believe will advance their personal development as a teacher. They are also given the opportunity to submit a proposal for additional training in an area that they commit to bringing back to the staff.

With the support of the Director of Education, each teacher develops an annual Performance Plan that outlines SMART goals (Strategic, Measurable, Attainable, Realistic, and Timely) as well as specific strategies to ensure their success. These learning goals become part of the professional development that the teacher seeks out that year in addition to whole-staff professional development. Teachers who join the VCS staff recognize the importance of a child-centered learning environment and continually seek to improve their skills in facilitating such an environment. They embrace a life-long learning process and consistently model the learning process for their students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	45,888	
Mid-Range Teacher Salary	83,576	
Highest Teacher Salary	93,986	
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries	32.91	
Administrative Salaries	7.76	

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

Types of Services Funded

In addition to project based learning, VCS provides separate classes in Music, PE, and STEM. VCS provides Resource, Speech, and OT services for students with Individual Education Plans (IEPs). Kindergarten classrooms have paraprofessionals. A reading intervention teacher provides individualized instruction to those students needing extra assistance.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,795	\$912	\$6,884	\$56,316
District	♦	♦		
State	♦	♦	\$6,574	
Percent Difference: School Site/District				
Percent Difference: School Site/ State			4.7	

* Cells with ♦ do not require data.