



Valentine Peyton Elementary

2525 Gold Brook Drive • Stockton, CA 95212 • (209) 933-7420 • Grades K-8

Carla Gonzales, Principal

cgonzales@stocktonusd.net

<http://stockton.schoolwires.net/Peyton>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Mission Statement:

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards.

Vision: By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators, and life-long learners.

School Profile:

The focus of Peyton School is the social and academic success of our students. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as PLUS (Peer Leaders Uniting Students), Student Leadership, Science Olympiad, and AVID provide opportunities for students and families to support our children as they grow as scholars and as citizens.

Evidence of academic growth can be seen not only in our MAP assessments, but also in reclassification rates of English Learners and CELDT scores. Student performance is monitored through careful analysis of student progress toward benchmarks at teacher academic conferences led by specialists and administrators, as well as student academic conferences. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in collaboration, as well as other professional development activities, and are known for being instructional leaders in the district.

We have four special day classes on our campus, including three levels of K-2 and one 5-8th grade Autism classes. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges. Many of our students are mainstreamed into general education classes. Students in general education and special education settings share play time and are often paired for class projects to encourage socialization and inclusion.

School Poem:

There is nothing like a neighborhood school when it's working at its potential. Its power is breathtaking. Its potential is unlimited. It empowers the knowledge and wisdom of caring adults to motivate and encourage a lifetime of learning for all who enter its gates. It provides community, character, and refuge from what is broken outside its walls. It builds bridges to knowledge seekers and offers truth and cognitive stimulation to those it serves. It provides resources for those in need, opens its arms to the forgotten, and challenges each person to go beyond their experiences and imagination. It breaks the chains of ignorance, frees the hopeless, offers belonging to the marginalized of this world, and celebrates the empowerment of the success in learning and rigorous challenge. Whatever the capacity for human ignorance, the school community has a greater capacity for educating and promoting citizenship to change this city. This is what we do. This is who we are. This is Peyton School.

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	136
Grade 1	104
Grade 2	89
Grade 3	86
Grade 4	91
Grade 5	98
Grade 6	68
Grade 7	128
Grade 8	97
Total Enrollment	897

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.6
American Indian or Alaska Native	1.3
Asian	23.9
Filipino	11.7
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	1.2
White	5
Two or More Races	3.3
Socioeconomically Disadvantaged	73.8
English Learners	17.9
Students with Disabilities	9
Foster Youth	1.1

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			
Valentine Peyton Elementary	15-16	16-17	17-18
With Full Credential	34	33	34
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	1	1
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valentine Peyton Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	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. 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)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Peyton School opened a beautiful new campus in the Riverbend area in 2009. The school site has a kindergarten building with individual classroom restrooms and a separate playground and teacher workroom. There is a large two story classroom building, which houses first through eighth grade classes, as well as a staff lounge and workroom. Our resource building includes a library, a state of the art computer lab, a life skills special education classroom, the counseling office, and the resource classroom. The multipurpose building contains a full cooking kitchen, a Physical Education room and an indoor stage. The administration building has one special education classroom, a staff lounge, a conference room, and a large community room used for large gatherings and assemblies. Our preschool cottage has a separate and secure playground for the two classes on campus. The students enjoy a blacktop with many activities, a playground apparatus, and a large field area.

District maintenance staff ensures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to maintain efficient service and make sure emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to produce a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/22/2017				
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			Multipurpose/ Kitchen: entrance door and frame-paint, stage west wall holes-repair and paint, north wall-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Girls/boys R/R East of M/P room: replace chalking around toilets,sinks and urinals Girls/boys R/R kindergarten: replace chalking around toilets,sinks and urinals
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Multipurpose/ Kitchen: entrance door and frame-paint, stage west wall holes-repair and paint, north wall-paint
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	36	37	25	26	48	48
Math	34	32	21	20	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.

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	167	165	98.8	32.1
Male	80	80	100.0	36.3
Female	87	85	97.7	28.2
Black or African American	25	24	96.0	29.2
Asian	33	32	97.0	34.4
Filipino	18	18	100.0	55.6
Hispanic or Latino	71	71	100.0	21.1
White	12	12	100.0	50.0
Socioeconomically Disadvantaged	58	57	98.3	15.8

* 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.

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	34	32	29	30	56	54

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.4	13.3	10.2
7	11.4	15.9	50.8

* 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.

**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	569	558	98.07	37.46
Male	317	313	98.74	32.91
Female	252	245	97.22	43.27
Black or African American	80	78	97.5	25.64
American Indian or Alaska Native	--	--	--	--
Asian	131	127	96.95	37.01
Filipino	66	66	100	53.03
Hispanic or Latino	219	218	99.54	37.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100	28.57
Two or More Races	19	18	94.74	55.56
Socioeconomically Disadvantaged	420	412	98.1	33.98
English Learners	158	152	96.2	23.68
Students with Disabilities	49	47	95.92	19.15
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	569	563	98.95	31.97
Male	317	314	99.05	31.53
Female	252	249	98.81	32.53
Black or African American	80	78	97.5	11.54
American Indian or Alaska Native	--	--	--	--
Asian	131	130	99.24	35.38
Filipino	66	66	100	56.06
Hispanic or Latino	219	217	99.09	30.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100	25.71
Two or More Races	19	18	94.74	44.44
Socioeconomically Disadvantaged	420	415	98.81	27.95
English Learners	158	158	100	23.42
Students with Disabilities	47	45	95.74	13.33
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)

Peyton School recognizes the important role that parents and the community play in the success and education of their students. Peyton School has established partnerships with community businesses and organizations to increase parent participation. Peyton School offers several opportunities and programs to encourage parent involvement.

After School Tutoring Programs
 English Language Parent Involvement Committee (ELPIC)
 Parent Coffee Hour
 Parent Teacher Student Association (PTSA)
 Parent/Student Conferences
 Student Assistance Program
 School Site Council (SSC)
 iMom/All Pro Dad
 Parent Classroom Walks
 Family Events (Picnic on the Grounds, Movie Nights, STEM Night, Renaissance Awards Assemblies, Family dance, etc)

Peyton School believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance
 Monitoring completion of student homework
 Monitoring and regulating television viewing
 Participating in the decision making process in school organizations and committees
 Planning and participating in activities at home that support classroom learning
 Volunteering in the classroom

Parents and community members who wish to become a part of the school community and participate should call the school's office. We are very appreciative of our volunteers.

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

Peyton School places a strong emphasis on providing a safe environment for all students and staff members. The school's custodial team ensures the school facilities are in compliance with all health and safety regulations. Table tops, door handles, sinks, and toilets are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs during the close of school. A site inspection checklist is completed each trimester by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the principal activates the Emergency Response Team, including notification of the appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) plan. Parents are contacted in a timely manner through a voice message system to inform them of any important safety announcements. Our site also utilizes the Share911 web-based platform which enables all district and site staff to communicate and coordinate with each other during emergency situations, as well as connect with first responder support to share real-time, first-hand information directly.

Every effort is made to ensure students are monitored while on campus throughout the school day. The campus is locked and secure during school hours. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their passes at all times. Peyton School is committed in assuring that our playgrounds are safe for all students. We have two full time Campus Safety Assistants and four part time noon duty supervisors, as well as a full time administrators, to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Peyton School has a strong Positive Behavior Intervention System (PBIS) in place to support student knowledge of the expectations of every area in the school. Student behavior is reinforced by a consistent incentive plan, as well as consequences when needed.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	13.7	10.0	11.3
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	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	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	0.60
Social Worker	0.10
Nurse	0.80
Speech/Language/Hearing Specialist	1.00
Resource Specialist	0.00
Other	0.00
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	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	19	20	16	7	10	8	11	18	8			
1	23	29	28	4			11	14	9		1	
2	29	28	18	1		4	14	15	4			
3	21	28	25	5	1	2	7	15	8	3		
4	32	31	30		1		5	7	3	1	7	
5	26	27	32	5	1		8	8	2	6		1
6	28	28	23	3	1	5	9	16	5	5		5
Other		14	13		1	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

Our Professional Learning Community meets for 3 hours per month outside of teacher contractual time and monthly collaboration days with the specialists and administrators to collaborate, analyze data, and plan instruction to support the student achievement of the Common Core Math and ELA, Next Generation Science, and Social Studies standards. MAP assessments are administered three times per year, along with Academic Conferences to set individual learning goals, monitor student growth, inform instruction, and diagnose intervention needs. Teacher collaboration and action plan implementation is supported through in-class support, meetings for lesson design/reflection, and after school workshops from the site content area coaches that include AVID strategies. Site leadership teams have attended conferences/professional development in PLC's, AVID, and Common Core Standards to develop school collaborative culture, integrate effective instructional strategies, and develop content proficiency.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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	6426.94	1680.62	4746.32	70228.96
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-34.5	2.0
Percent Difference: School Site/ State			-27.8	-11.4

* Cells with ♦ do not require data.