

Point Dume Marine Science Elementary School

6955 Fernhill Dr. • Malibu, CA 90265 • (310) 457-9370 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Santa Monica-Malibu Unified School District

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District Governing Board

Oscar de la Torre
Craig Foster
Maria Leon-Vazquez
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Ralph Mechur, Vice President
Jon Kean
Laurie Lieberman, President

District Administration

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Superintendent
Dr. Terry Deloria
**Asst. Superintendent, Educational
Services**
Dr. Mark Kelly
**Asst. Superintendent, Human
Resources**
Janece Maez
**Associate Superintendent, Business
& Fiscal Services/CFO**

School Description

District Vision

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, lifelong learners; effective, multilingual communicators; and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

Our mission is to empower all students by balancing a culture of academic excellence, marine and environmental sciences and the arts to become globally conscious citizens who shape our world by making positive, innovative, and responsible choices.

Point Dume Marine Science School is a two time recipient of the California Distinguished School Award and is ranked in the top 5 percent of schools in California. Our highly qualified and professional staff of teachers, aides, and specialists work collaboratively to ensure that each child is afforded the highest quality, well-rounded academic program that bridges classroom learning with the real world. Our mission is to empower all students by balancing a culture of academic excellence, marine and environmental science, technology, and the arts, which includes instrumental and vocal music, visual art and dance, to become globally conscious citizens who shape our world by making positive, innovative, and responsible choices. In addition to a standards-based academic program, Point Dume Marine Science School has an integrated marine and environmental science program that begins in kindergarten. Being located less than a mile from an environmentally sensitive state park and fragile oceanic ecosystem allows us the opportunity to educate our students both inside the classroom, in the marine science lab located on campus, and outside in the local marine habitats, effectively bridging learning with real-world applications. Our environmental-science goal is to model sustainability for our planet. We have installed solar panels on our campus and advocate for environmental actions to save our planet via beach cleanup; zero-waste lunches; reducing, reusing, and recycling; creating and sustaining our organic edible garden; and being a monarch butterfly way station.

PDMSS students have enriched the lives of hundreds of people in their own community and around the globe through student-driven community-service projects. By participating in projects that exemplify a commitment to people, animals, and the environment, we instill a passion for learning and service that will carry on throughout a child's life.

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	25
Grade 1	33
Grade 2	35
Grade 3	37
Grade 4	26
Grade 5	39
Total Enrollment	195

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	2.1
Filipino	0.5
Hispanic or Latino	5.6
Native Hawaiian or Pacific Islander	0
White	86.7
Two or More Races	3.6
Socioeconomically Disadvantaged	6.7
English Learners	4.1
Students with Disabilities	8.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Point Dume Marine Science Elementary School	14-15	15-16	16-17
With Full Credential	12	12	10
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Monica-Malibu Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	565
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Point Dume Marine Science	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	96.2	3.8
High-Poverty Schools	87.7	12.4
Low-Poverty Schools	98.9	1.1

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All students at Point Dume Marine Science School have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented in the 2007- 08 school year and new math texts in 2008-09. With the textbook-adoption process frozen due to budget constraints at the state level, the district is currently in the process of refreshing the English language arts curriculum, using the existing texts. All students, including English learners, have their own copy of textbooks, except in the case where “Big Books” are used for the entire classroom at the early primary level. A districtwide committee of teachers and administrators recommends textbooks and instructional materials for school board approval through a comprehensive process. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: March 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading 2003, adopted 6/27/2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw Hill, 2013, adopted 3/5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Science, Harcourt 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Reflections, California Series; Harcourt 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classrooms meet specific square-footage guidelines and are equipped with whiteboards, classroom libraries, computer stations (minimum of five per classroom), SMART Boards in grades K-5 and the multimedia center, audiovisual equipment, and support materials. Classrooms reflect a learning environment that allows students to work in whole groups, small groups, and independently. The playground is equipped with both a blacktop area as well as a large field for physical activity. All Proposition X Bond construction was completed and final upgrades made. Our buildings have adequate space for our 10 classrooms and 241 students. The large playground and lush field are adequate for our current population. We enjoy a healthy partnership with local businesses and the Point Dume Home Owners Association that enables us to serve the needs of our community members. The district Maintenance Department maintains the grounds and repair of the buildings. The facilities support our school programs and are well maintained and are in well-functioning condition.

Regular "Best Practice Maintenance" and Deep Clean scheduled insures a clean environment for students to learn.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/5/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			M9: HVAC vents blocked
Interior: Interior Surfaces			X	11: light bulbs out 12: carpet seperating, wall repair needed 13: unsecure cabinet, wall damage, overhead storage 16: excessive art work on walls carpet transition strip missing 3: excessive art work, lights out, carpet strip 4: overhead storage, excessive artwork, wall damage from tape 5: overhead storage, carpet transition strip missing, excessive artwork 6: door closer broken 7: floor old, unsecured shelves 8: light bulbs out overhead storage Cafetorium: curtains fireproofing expired K1: unsecure cabinet, wall damage K2: excessive art, carpet old lights out, peeling paint Kitchen: floor old wall damage Library Office: carpet old lights out Office: Psychologist Office: wall has peeling paint water intrusion visible from exterior wall, floor tiles damaged Staff Lounge: unsecure shelve
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Playground Kindergarten: Gopher holes, cracks in asphalt, paint chipping on equipment playground: Gopher holes, missing caps on play structure, missing bolts on climber decks worn to metal on play structure, paint peeling on play structure connectors, no signage
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			playground: Gopher holes, missing caps on play structure, missing bolts on climber decks worn to metal on play structure, paint peeling on play structure connectors, no signage
Safety: Fire Safety, Hazardous Materials	X			19 storage: clutter in front of electrical panels 3: excessive art work, lights out, carpet strip Cafetorium: curtains fireproofing expired

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/5/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			playground: Gopher holes, missing caps on play structure, missing bolts on climber decks worn to metal on play structure, paint peeling on play structure connectors, no signage Psychologist Office: wall has peeling paint water intrusion visible from exterior wall, floor tiles damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			14:00 10 Lab: 6: door closer broken
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	80	68	71	44	48
Math	56	70	57	60	34	36

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	95	75	84	77	78	77	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5		7.7	92.3

* 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	39	37	94.9	83.8
Male	20	18	90.0	77.8
Female	19	19	100.0	89.5
White	30	28	93.3	89.3

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	32	88.9	77.4
	4	30	25	83.3	80.0
	5	39	37	94.9	81.1
Male	3	20	18	90.0	72.2
	4	18	14	77.8	64.3
	5	20	18	90.0	66.7
Female	3	16	14	87.5	84.6
	4	12	11	91.7	100.0
	5	19	19	100.0	94.7
Black or African American	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	4	--	--	--	--
	5	--	--	--	--
White	3	36	32	88.9	77.4
	4	23	20	87.0	75.0
	5	30	28	93.3	82.1
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	36	31	86.1	80.7
	4	30	25	83.3	84.0
	5	39	37	94.9	50.0
Male	3	20	18	90.0	88.9
	4	18	14	77.8	78.6
	5	20	18	90.0	43.8
Female	3	16	13	81.3	69.2
	4	12	11	91.7	90.9
	5	19	19	100.0	55.6
Black or African American	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	4	--	--	--	--
	5	--	--	--	--
White	3	36	31	86.1	80.7
	4	23	20	87.0	80.0
	5	30	28	93.3	57.7
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 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. 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 Parental Involvement State Priority (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 2016-17)

Parents and local community members model active citizenship as volunteers at PDMSS. They support our children's education and community by volunteering in the classroom, the library, the school office, the health office, the copy room, and as morning and afternoon greeters in the car line. All volunteers are cleared through the district process, and the principal provides training to all parent and community volunteers annually. The PTA has a variety of committees that parents can be involved in as well. Some examples include PTA, Room Parent Volunteer, Site Council, Kindergarten Round-up host, Spirit Committee, and Positive Environment Committee. Together, we make PDMSS a caring community. There is a volunteer or committee opportunity for everyone!

For more information on how to become involved at the school, please contact Mark Demick, Principal, at (310) 457-9370.

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; and
- Other local measures on the sense of safety.

School Safety Plan

The PDMSS school safety plan is reviewed and updated by our safety committee annually (September 2016, January 2017 and May 2017). Each year the plan is reviewed by staff (October) and implemented on a monthly basis per the districts emergency drill expectations. Key elements included classroom safety kits, entire school safety drill (October) and a progressive discipline philosophy involving the components of teaching exceptional social behavior, choice and parental involvement.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.4	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	0.8
Other	0.2
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	24	25				2	2	1			
1	24	26	17			2	1	1				
2	23	19	19		2	2	1					
3	25	26	19			1	2	1	1			
4	32		9			3	1					
5	22	27	20	1		2	2	3				

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, a total of 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD are the following:

- Developing Professional Learning Communities
- California Standards for ELA and Math and Next Generation Science Standards—standards-based curriculum and instructional delivery
- Math coaching—expanding our understanding of the standards for mathematical practice
- Using data to improve classroom instruction
- Supporting students with special needs through Leveled Literacy Support
- Differentiated instruction for all students, including English Learners

* School wide Thinking Map instruction for teachers

* School wide Write From The Beginning Training

* Depth and Complexity Training

* Readers/Writers Training

* Student Engagement Strategies in reading and math

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and math coaching, a professional development team and the beginnings of our Professional Development Team. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities.

Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,115	\$44,958
Mid-Range Teacher Salary	\$68,853	\$70,581
Highest Teacher Salary	\$92,701	\$91,469
Average Principal Salary (ES)	\$116,790	\$113,994
Average Principal Salary (MS)	\$127,261	\$120,075
Average Principal Salary (HS)	\$136,956	\$130,249
Superintendent Salary	\$239,200	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	6%	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

Point Dume Marine Science School allocates the majority of funding it receives from the state of California to hire instructional assistants, a literacy coach, professional development and provide schoolwide computer instruction through PlanetBravo.

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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site				
District	♦	♦		\$75,968
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.