



San Elijo Middle School

1600 Schoolhouse Way • San Marcos • 760-290-2800 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

San Marcos Unified School District

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District Governing Board

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Janet McClean, Vice President

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School Description

We have a shared vision that academic ability must be combined with character and integrity to nurture and grow the whole child. Our hard working and dedicated staff is committed to helping students bridge childhood with early adulthood. As each month passes, students grow more independent. Friends may take on an increasing importance in their lives. However, a positive adult role model is still the most vital part of development during this time of maturity.

Our highly qualified teachers are committed to guiding our eager learners towards collaborative discovery. Our dynamic support staff is primed to assist with how to better the school experience for all, and our administrative team is here to ensure all students are safe and free from outside distractions as they experience the advanced culture of teaching and learning.

We incorporate our mission into all facets of life on campus: Complexity, Collaboration, and Character.

Complexity (the instructional component) - Complex thinking is at the heart of what we want for every child. Complexity starts with inquiry, discovery, metacognition, numeracy, and literacy, and deepens understanding and problem solving that is needed to be successful in life.

Collaboration (the interpersonal component) - Collaboration is about relationships. We collaborate at dinner, in class, in the workplace, and it is how we function in society. Working together to solve problems, discover new ideas, and build positive relationships through inquisitive interactions also encompasses a skill set that includes how students gain access to and exit from those collaborative conversations.

Character (the glue) - Character is how we take care of each other. Doing the correct thing when nobody's watching, doing the right thing instead of the easy thing, and treating people with respect and empathy are fundamentals. We have multiple programs and interventions to help with the social and emotional growth and development that students experience during these formative years, and we provide a connection to school for students who may need a hook other than the academics to give them a sense of belonging.

Our designations of a California Distinguished School as well as a Blue Ribbon School are just two examples of our focus on providing an all-encompassing educational experience during the exciting time of discovery known as the middle school years.

At SEMS, we take great pride in the noble work we perform as educators and are excited to be partners within our community of learners.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	561
Grade 7	627
Grade 8	650
Total Enrollment	1,838

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.8
Asian	8.5
Filipino	2.1
Hispanic or Latino	21.1
Native Hawaiian or Pacific Islander	0.8
White	64
Two or More Races	0.1
Socioeconomically Disadvantaged	21.3
English Learners	2
Students with Disabilities	11.2
Foster Youth	0.1
Homeless	0.5

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 for San Elijo Middle School	17-18	18-19	19-20
With Full Credential	77.4	75	70
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at San Elijo Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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 2019-20)

Reading and Writing: Language Arts classes embody a rich blend of literature and informational text in which students are challenged to build their reading, writing, listening and speaking skills. The curriculum is based on the California Common Core Standards for English Language Arts and Literacy in History/Social Studies, and Technical Subjects (2010) that outlines a progression of expectations for what students should know and can do. Instruction guides students in comprehending text to determine central ideas and arguments, as well as uncovering the craft and structure within text. Students collaborate and share their ideas in conversation and through writing. As students' experience texts of increasing complexity, they build their capacity for college and career readiness.

Math: Students experience mathematics linked across grade levels and aligned to the State's content standards and framework finalized in 2013. Students develop foundational conceptual understanding along with procedural skills and fluency as they apply mathematics to solve real world inspired problems. Mathematics takes on greater relevance as students learn to think through their problem solving, share their thinking and examine the thinking of others. A sequence of courses beginning in 6th grade offers students opportunity to stretch their mathematical skills through high school.

Science: SMUSD has transitioned to the Next Generation Science Standards for California Public Schools adopted in September 2013, and continues to are incorporate the California Common Core State Standards in Literacy for Sciences that focus heavily on aspects of reading, writing and research. SMUSD has adopted the preferred integrated model for grades six through eight, using a phenomena-based approached to instruction. In grade six guiding concept from the California Science Framework is "systems within organisms and between them are adapted to Earth's climate systems." Students focus on the interaction between living systems and their physical environment and use physical science to explain processes within each of these systems. The guiding concept in grade seven builds on students' understanding of systems from grade six: "Natural processes and human activities cause energy to flow and matter to cycle through Earth's systems." Students track the cycling of matter and energy in chemical systems, food webs, the water cycle, and the rock cycle. Near the end of the year, students examine how human activities alter these systems. Integrated grade eight builds on the ideas of stability and change introduced at the end of grade seven with the guiding concept: "The processes that change Earth's systems at different spatial scales today also caused changes in the past." Students explain different episodes of mass extinction and species diversification during the first three instructional segments and then move to present-day changes at the end of the year. The course begins with students analyzing data about the diversity of species over the last 500 million years, which reveals evidence of several mass extinction events

Social Studies: Students build their understanding of the human story through historical analysis, a focus on geography and historical interpretation. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. SMUSD teachers are incorporating the California History Social Studies Framework adopted in 2016 and the California Common Core State Standards in Literacy for History/Social Sciences that focus heavily on aspects of reading, writing and research.

Textbooks and Instructional Materials

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Springboard 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Big Ideas MATH: Course 1 (6th Grade) Course 2 (7th Grade) Course 2 Accelerated Course 3 (8th Grade) Algebra 1 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Focus on Earth, Physical, and Life Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	World History & US History The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Springboard The textbooks listed are from most recent adoption: Yes 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)

School Facility Conditions and Planned Improvements

San Elijo Middle School was opened August of 2004. Our school has a combination of permanent and portable buildings. Classrooms have adequate desks and lighting. In 2015-16 we added five portable classrooms to ease our growth. We anticipate these being in place for several years, even as a new K-8 school opened in 2017-18 to help relieve some of our student congestion.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/16/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection
Interior: Interior Surfaces	Good	1 room: ceiling tiles are stained. Work order placed to Maintenance & Operations Department for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Fair	18 rooms: lighting fixture or bulbs are not working or missing; 1 room: lighting covers are missing, damaged or loose; 1 room electrical panel blocked. Work order placed to Maintenance & Operations Department for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2 rooms: sink/fountain fixture is loose. Work order placed to Maintenance & Operations Department for repairs. Work order placed to Maintenance & Operations Department for repairs.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	78	65	67	50	50
Math	67	64	51	52	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.0	28.7	40.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	1820	1799	98.85	77.60
Male	889	879	98.88	72.70
Female	931	920	98.82	82.28
Black or African American	51	51	100.00	62.75
American Indian or Alaska Native	14	14	100.00	100.00
Asian	158	156	98.73	87.82
Filipino	38	38	100.00	86.84
Hispanic or Latino	382	376	98.43	56.12
Native Hawaiian or Pacific Islander	13	13	100.00	92.31
White	1163	1150	98.88	83.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	411	404	98.30	61.14
English Learners	129	126	97.67	31.75
Students with Disabilities	199	194	97.49	29.90
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	1820	1794	98.57	63.71
Male	888	879	98.99	64.96
Female	932	915	98.18	62.51
Black or African American	52	50	96.15	40.00
American Indian or Alaska Native	14	14	100.00	64.29
Asian	158	157	99.37	80.25
Filipino	38	38	100.00	84.21
Hispanic or Latino	381	374	98.16	42.78
Native Hawaiian or Pacific Islander	13	13	100.00	61.54
White	1163	1147	98.62	68.70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	410	404	98.54	45.05
English Learners	128	126	98.44	24.60
Students with Disabilities	199	193	96.98	21.24
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

During the 2018-19 school year, we examined many different measurements to obtain the most comprehensive picture of teaching and learning for our school.

Each year, our parents and community have the opportunity to provide feedback on many different aspects of our school. We take this feedback and address areas of concerns, whether they be with instruction, facilities, or procedural. The Hanover Research group provides parents with the opportunity to leave feedback for both school sites and the district as a whole. In 2019, San Elijo Middle School saw the fewest number of responses reported over the past three year, with a total of 50 parents completing the survey. That is in contrast to 274 responders in 2017, and 353 total responders in 2018. With such a small sample size versus our overall student population of 1835 students, it was difficult to draw solid conclusions from the feedback. Some conclusions based on the total number of district responses of 316 parents include:

1. 75% agree the instructional program is preparing their child for the skills needed for college and career.
2. 74% agree there are programs in the district that address their child's needs and interests.
3. 74% agree their child is challenged at an appropriate level.
4. 91% agree that communication is timely and up-to-date.
5. 90% agree that they have been kept informed about school information, events, programs, and that they participate in decision making committees.
6. 89% believe the school is well maintained.
7. Only 50% of EL parents understand different programs available to EL students.
8. 84% believe their child feels respected by teachers and staff.

During the 2018-2019 school year, teachers were provided the opportunity to send their feedback on how the year had been, and what they needed for support moving forward.

A significant number of teachers would like to see improvements on how the assistant principals' communicates the behavior expectations of the school. A significant number of teachers appreciated the work of the administrative team and had positive words to say about the support the administrative team offered.

Based on this feedback, the assistant principals created a list of behavior expectations when students are in the assistant principals' office, and those expectations are located on the back of every student statement. Each student who enters the assistant principals' (AP) office must read and sign that they understand the behavior expectations.

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

The 2019 – 2020 Comprehensive Safety Plan for San Elijo Middle School (SEMS) has been developed to ensure all sixth through eighth grade students are safe on campus. This plan is relevant to the needs of our multi-age student population as well as the resources of the school. The plan was written in conjunction with the school improvement council and was approved at a general meeting. Local law enforcement and city officials were consulted during the development of the plan and the approval process to assist the administration in designing safety, disaster, behavior, and reporting plans for a site serving over 1720 middle school students. Our plan contains both longitudinal data and information regarding transportation, discipline, and student safety concerns.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.0	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1:604

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.0
Social Worker	0.50
Nurse	.50
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	7	6	30	31	6	10	26	30	7	9	27
Mathematics	27	8	3	8	33	3	10	26	31	6	10	26
Science	33	3	7	31	34		8	30	35		5	31
Social Science	33	4	9	28	34		9	29	34		7	30

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	63	62

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-19 school year, at the secondary level, the district focused professional learning on the continued implementation of state academic standards in English language arts, English development, mathematics, science, and history. Attention was placed on the integration of common formative and summative assessments in English language arts and math within the instructional cycle. ELA teachers were offered additional support to deepen their understanding of newly adopted instructional materials and how to appropriately use these resources to support student learning. Science teachers were given time to delve deeply into NGSS, aligning and/or creating course outlines and units to the requirements of the new standards. The use of technology within the educational setting to support the implementation of standards and student learning has required on-going professional development for teachers to confidently and effectively use these tools.

Various means of professional learning were offered: face-to-face workshops during the regular workday, during school breaks, and after school as well as online sessions available for staff to access during times that best work with their schedule. Principals provided staff development during regularly scheduled staff meetings throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	34%
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

Gifted and Talented Education (GATE)
 LCAP Supplemental
 Credential Music Teacher

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6252	1080	5172	83716
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-40.9	2.2
School Site/ State		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.