



Proctor Elementary School

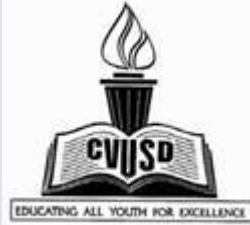
17520 Redwood Road • Castro Valley, CA 94546 • (510) 537-0630 • Grades K-5

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



Castro Valley Unified School District

4400 Alma Ave.
Castro Valley, CA 94546
(510) 537-3000
www.cv.k12.ca.us

District Governing Board

Dot Theodore, Trustee
Gary C. Howard, Trustee
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Lavender Lee Whitaker, Trustee
Monica Lee, Trustee

District Administration

Parvin Ahmadi
Superintendent

Dr. Jason Reimann
**Assistant Superintendent,
Educational Services**

Dr. Sherri Beetz
**Assistant Superintendent,
Human Resources**

Suzy Chan
**Interim Assistant Superintendent,
Business Services**

School Description

The Proctor Elementary School Community is dedicated to providing active learning in a clean, safe, and supportive environment.

- We recognize mastery of academic skills as a primary goal.
- We strive to create and maintain an atmosphere that fosters the healthy emotional, intellectual, social, and physical growth of each student.
- We value education as a process of opening our students' minds to critical thought and creative activity.
- We believe in the development of curriculum that encourages consideration for others, appreciation for diversity, compassion, empathy, responsibility, and self-discipline.
- We provide a curriculum that adapts to all learning styles and unique abilities.
- We incorporate the use of appropriate technologies to expand learning opportunities for students and to increase their rate of success.
- We foster an understanding of traditions and contemporary issues.
- We emphasize that learning extends beyond the classroom walls and is a life-long experience.
- We promote a partnership between home, school, and community.
- We acknowledge that learning is enhanced in an environment of sharing, caring, laughing, questioning, risking, and growing.

Proctor Elementary School one of nine elementary schools in the suburban community of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Our Proctor parents and the wider community are key partners in our commitment to provide excellent educational programs. That spirit of teamwork has allowed Proctor to purchase and install technology, purchase supplemental instructional materials to enrich the curriculum, beautify the school grounds, and establish a school garden to extend the regular curriculum to include environmental studies.

We are especially proud of Proctor's science lab, created by the hard work and continued support of our district and parent community. It is fully equipped with consumable materials that a true science classroom uses. Our school library has a large collection of materials, all selected to support and extend the K-5 common core curriculum. The collection includes books, periodicals, DVDs, and audio materials. Our computer lab, adjacent to the library, houses a variety of software and hardware, including 36 Thin Client computers for student use. K-2 classrooms have 8 ipads per class for student use. 3-5 classes have access to shared ipads. The students have access to Chromebooks to: 6 chromebooks per class K-2 and 2 grade level carts per 3rd, 4th and 5th grades. As developmentally appropriate, students are taught to use Google docs, typing, word processing, web for project based assignments and assessments and all students participate in at least one hour of the "Hour of Code" and students in grades 1-3 participate in computer science lessons. Students also use the computer lab for the drill and practice of academic skills including RTI support.

During non-school hours, we share our facility with such youth groups as Youth to Youth, the sports leagues, and scout groups. Our sports field is maintained by the Hayward Area Recreational Department, in collaboration with the CVUSD. Our Parent Beautification Committee and our custodial staff, with district support, take pride in maintaining a campus befitting of the high standards of the Proctor community.

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	98
Grade 1	77
Grade 2	79
Grade 3	77
Grade 4	88
Grade 5	71
Total Enrollment	490

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0
Asian	17.1
Filipino	3.5
Hispanic or Latino	25.3
Native Hawaiian or Pacific Islander	0.2
White	35.9
Two or More Races	13.9
Socioeconomically Disadvantaged	15.3
English Learners	9.4
Students with Disabilities	7.6
Foster Youth	0

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			
Proctor Elementary School	15-16	16-17	17-18
With Full Credential	24	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Castro Valley Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	444
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Proctor Elementary School	15-16	16-17	17-18
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.

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

All students have access to the state-adopted instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: December, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2: Massachusetts Model Reading Units Reading Fundamentals (Schoolwide) Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Foundations (Wilson Learning) Flying Start Guided Reading Library (Okapi) Capstone Engage Literacy Guided Reading Library (Capstone) Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3: Massachusetts Model Reading Units Read Side by Side: CIA Units Closer Reading by Nancy Boyles (Corwin Literacy) Expeditionary Learning Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Foundations (Wilson Learning)</p> <p>Grades 4 & 5: Read Side by Side: CIA Units Expeditionary Learning Closer Reading by Nancy Boyles (Corwin Literacy) Lucy Calkins Units of Study in Writing (Heinemann) Mastering the Mechanics by Hoyt & Therriault (Scholastic) What Really Matters in Spelling by Cunningham (Pearson) Vocabulary for the Common Core by Marzano & Simms (Marzano Research) Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten: EnVision</p> <p>Grades 1-5: Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Proctor Elementary School opened in 1955 in a quiet residential area at the top of Redwood Road. The campus covers more than 14 acres. In the first phase of construction, the campus included an office building, cafeteria, Kindergarten, regular classrooms, and restrooms. Additional construction in 1964 added more classrooms, a library, science labs, and restrooms. In 1991, another wing was added to house five more classrooms. Electrical upgrades were made to accommodate our new technology equipment. Four more classrooms were built in 1996 and 1997 to accommodate enrollment changes resulting from class size reduction. In 2000, updated playground equipment was installed on both the upper and lower playgrounds and in the Kindergarten play yard offering students a variety of activity for play and skill development. A complete modernization of Proctor's permanent buildings took place during the summer of 2005. Also during 2005, the Art Center was completed. In 2016, voters approved Measure G which will bring many improvements to the campus. District maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure that service is efficient and that emergency repairs are given the highest priority.

The Hayward Area Recreation Department and other local youth athletic organizations utilize the playing fields for many evening and weekend activities and work with Proctor Elementary School and the Castro Valley Unified School District to maintain the facilities.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 31, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer behind Kindergarten room to street. Need remote for A/C unit in staff room.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Admin Area Modulars-Check drinking fountain.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Lower playground needs tanbark. Upper walkway concrete needs to be grinded down a little bit. Other side is bad (Outside Room 14 up to playground.
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	75	74	68	66	48	48
Math	79	73	59	60	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	99	97	98.0	82.5
Male	53	51	96.2	76.5
Female	46	46	100.0	89.1
Asian	26	25	96.2	88.0
Hispanic or Latino	24	23	95.8	82.6
White	37	37	100.0	78.4
Socioeconomically Disadvantaged	16	16	100.0	81.3

* 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.

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	84	82	73	76	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.3	12.7	63.4

* 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	233	230	98.71	73.91
Male	130	127	97.69	71.65
Female	103	103	100	76.7
Black or African American	--	--	--	--
Asian	36	36	100	80.56
Filipino	--	--	--	--
Hispanic or Latino	65	64	98.46	65.63
White	90	88	97.78	76.14
Two or More Races	31	31	100	83.87
Socioeconomically Disadvantaged	43	43	100	67.44
English Learners	40	38	95	73.68
Students with Disabilities	22	21	95.45	38.1

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	233	230	98.71	73.48
Male	130	127	97.69	71.65
Female	103	103	100	75.73
Black or African American	--	--	--	--
Asian	36	36	100	86.11
Filipino	--	--	--	--
Hispanic or Latino	65	64	98.46	60.94
White	90	88	97.78	75
Two or More Races	31	31	100	87.1
Socioeconomically Disadvantaged	43	43	100	60.47
English Learners	40	38	95	76.32
Students with Disabilities	22	21	95.45	33.33

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)

Parent/guardian involvement is one of the great strengths of the Proctor school community. Parents/guardians feel comfortable and welcome at Proctor as regular volunteers, as visitors, and as participants and guests at school and parent group events. Parents/guardians and all staff members work closely in an effort to meet the needs of Proctor students. More than eight thousand hours are logged each year by parent volunteers in classrooms, the library, the science laboratory, the computer lab, and the office resource center. Many more hours are volunteered supporting other Proctor programs. Parents/guardians who cannot be on campus during the school day support Proctor through their organization of and participation in special events and programs (carnival, BBQ, book fair, Battle of the Books, LEAP Sandcastle program, walk-a-thon etc.). Parents/guardians participate in regularly scheduled school-sponsored activities, such as Back-to-School Night and Open House, and in PTA-sponsored activities, such as PTA meetings, the monthly Principal's Coffee and Tea, Science Night, and Family Education Nights such as Family Math Night and PTA's School Smarts program. Substantial financial support for student learning comes from parents and community through the SCRIP program, Science and Technology Booster Club, the Box Tops and a PTA direct donation campaign at the start of the school year. Parents and family members are actively involved in the education of their children and they participate eagerly in the numerous decision-making opportunities available to them at Proctor, including membership on our School Site Council, the English Language Advisory Committee, PTA and the Science and Technology Booster Club, the district's Parent Leadership Council and Equity Committee and site and district LCAP meetings. All Proctor families are invited and encouraged to share in a collaborative, caring, well-informed, and committed community of lifelong learning and "Proctor Pride!" Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Proctor Elementary School office at 510-537-0630. The principal, Ms. Garcia, can be reached by email at: lgarcia@cv.k12.ca.us.

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

Proctor School has a long history of disaster preparedness and safety training. A Proctor Safety Plan is formalized, with goals and objectives to attain. It is annually reviewed and updated by School Site Council and the School Safety Committee. The Plan is on file at the District Office and the Alameda County Sheriff's Department. Practicing procedures for emergency situations, such as fire, earthquake, and securing the campus, is on-going. Proctor's PTA receives funding annually to update emergency supplies from parent donations. District funds are also provided to the site for safety preparedness/supplies.

A safe and orderly school climate is promoted. Parents, students, staff, and law enforcement are apprised of suspension and crime data and discuss their concerns. Our standards and consequences for student behavior are clearly communicated in the Student/Parent Handbook and in class meetings. Student supervision is provided before and after school with campus monitors and the administrator supervising students during lunch. Walkie-talkies facilitate communication for yard supervisors. The "Second Step" program and curriculum aim to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk. Some upper grade classrooms use a system of self-government to promote positive, responsible student behavior. Proctor is in year 3 of PBIS and implemented SWIS in the Spring of 2017. The cross-grade "buddies" contribute to the positive climate on campus. Teachers and the principal have built a strong home-to-school connection with parents that enable them to enlist immediate, consistent support for appropriate student behavior. All visitors and volunteers are required to check in at the office and are required to wear an identification badge while on campus. The school staff and the larger community work together effectively to offer a challenging, exciting, positive and safe educational environment.

A cooperative effort between students, staff, and parents helps to maintain a clean campus. The Hayward Area Recreation Department utilizes the playing fields for many evening and weekend activities and work with the school district to maintain the facilities.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.81	0.39	0.6
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.27	2.29	3.39
Expulsions Rate	0.08	0.02	0.03
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

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
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1
Other	1.0
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	21	21	20	1	1	1	3	3	3			
1	23	23	25				3	3	3			
2	25	25	20			1	4	4	3			
3	19	19	24	1	1		3	3	4			
4	31	31	35				3	3				2
5	32	32	33				3	3	1			2
Other	8	8		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

For the 2017-2018 school year, there are two mandatory professional development days in February focused on Professional Learning Communities/Response to Intervention. During the 2016-2017 school year, there are three mandatory days of professional development during the school year and one voluntary day. Additional staff development takes place after school hours. Staff participate in Lori Oczkus Literacy Workshops, Asilomar Math Conference, CLR (Culturally and Linguistically Responsive Teaching and Learning), Second Step training's, Health and Wellness trainings, PBIS and Google trainings and additional PD opportunities both in the district and off site to support the transition to Common Core Standards in math and writing and use of new technology. District TOSA's in math, ELA, science and technology support our teachers with ongoing district level and site PD. Site level teacher leaders in ELA, ELL and math provide additional site level support for common core. Cross-site grade level meetings allow elementary teachers districtwide to collaborate several times during the school year.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,409	\$46,511
Mid-Range Teacher Salary	\$76,391	\$73,293
Highest Teacher Salary	\$97,937	\$92,082
Average Principal Salary (ES)	\$124,612	\$113,263
Average Principal Salary (MS)	\$129,522	\$120,172
Average Principal Salary (HS)	\$145,828	\$131,203
Superintendent Salary	\$256,000	\$213,732
Percent of District Budget		
Teacher Salaries	40%	36%
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

Educator Effectiveness

ESEA: Title I, Part A, Basic Grants Low-Income and Neglected

ESEA: Title II, Part A, Teacher Quality

ESEA: Title III, English Learner Student Program

ESEA: Title III, Immigrant Education Program

Lottery: Instructional Materials

*Ongoing Federal & State Programs Only

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	\$5,078	\$230	\$4,848	\$77,631
District	♦	♦	\$5,196	\$78,965
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-6.7	-0.1
Percent Difference: School Site/ State			-19.6	9.4

* Cells with ♦ do not require data.