



George V. LeyVa Middle School

1865 Monrovia Drive • San Jose, CA 95122 • (408) 270-4992 • Grades 7-8

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



Evergreen Elementary School District

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School Description

LeyVa Middle School, a California Gold Ribbon School, is a school with a rich and diverse history with a focus on the future. Since the doors opened in 1973, LeyVa has stood for excellence in academics and athletics.

Our mission is to have each students will be inspired to reach their full academic and social potential. We will use the strengths of each individual to build an inclusive and collaborative school campus for students, parents, and staff.

No longer can we measure aptitude by the amount of facts we remember, but instead we do so by the students' ability to use information to communicate, collaborate, problem-solve, and contribute new ideas or creations. By teaching 21st Century Skills through a culture that empowers, technology that enables, and curriculum that engages, we will enhance learning. LeyVa Middle School proudly offers parents and students two instructional choices.

Bulldog Tech is a one of the instructional choices for LeyVa Middle School students. This innovative program starts and ends the same time as the rest of the campus, but the class schedule is very different in order to put into practice the unique curriculum and school model. Learning at Bulldog Tech is project-based and features a co-taught, integrated block schedule with 1:1 technology use. Bulldog Tech classrooms are on the far east side of the campus.

Bulldog Pathways is our traditional comprehensive model. Bulldog Pathways is a six-period, core subject model where every student completes math, language arts, history, science, physical education, and an elective. For the electives, students choose pathways that take learning deeper in areas like fine arts, music, computer science, STEM, and more.

Regardless of the instructional model, we promise to give your child the most engaging and excellent education — an education to serve him or her in the 21st Century where we all must communicate effectively, think critically, collaborate, and be creative problem solvers.

Clubs, sports, leadership and and extensive elective choices have something for everyone. This includes our championship athletic program consists of cross county, basketball, volleyball, soccer, and track. Our teams are well known throughout the county for their excellence. When you enter our gym, the banners and awards speak for themselves.

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s and is now the third largest city in California. The city is located in Silicon Valley at the southern end of the San Francisco Bay Area and is home to nearly one million residents.

LeyVa Middle School is centrally located within the district's borders. In the 2017-18 school year, the school served nearly 700 students in grades seven and eight on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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 7	351
Grade 8	382
Total Enrollment	733

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.3
Asian	31.7
Filipino	9.4
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	0.7
White	3.3
Two or More Races	3.3
Socioeconomically Disadvantaged	58
English Learners	29.5
Students with Disabilities	10.9
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 George V. LeyVa	17-18	18-19	19-20
With Full Credential	36	39	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	37
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at George V. LeyVa 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)

Evergreen School District held a Public Hearing on October 10, 2010, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019-20 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Grade 7-8): McDougall-Littel The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

LeyVa Middle School, originally constructed in 1973, is currently comprised of 36 permanent classrooms, nine portable classrooms, boy's and girl's locker rooms, a computer lab, the Bulldog Cafe (local kitchen)a library, a staff lounge, and a gymnasium.

In 2009, the school began major renovation projects as a result of the facilities bond measure that was passed in 2006. These renovations include expansion of a new parking lot and reconfiguration and modernization of five portable buildings at an estimated cost of \$1 million. Additionally, the school opened a new 9,000 square foot administrative building at an estimated cost of \$4.4 million. This building became operational the 2011-12 school year. For the 2012-13 school year, we welcomed a new program with a new facility. Appropriately called Bulldog Tech, this state-of-the-art building has double-sized classrooms for shared teaching and learning experiences. This addition brings us 7,680 square feet of classroom space at a cost of approximately \$3 million. A new nutrition center opened in December 2012. This food preparation and serving facility brings 2,240 square feet at a cost of \$2.7 million. Currently, the gymnasium is undergoing renovation and upgrades. All these exciting projects are paid for with local bond funds. The chart displays the results of the most recent facilities inspection.

During the 2018-19 school year, upgrades took place in our gymnasium. The additional of a new HVAC systems, additional of a new multi-use room for physical education and athletic programs, bathroom upgrades, new scoreboards, and many other aesthetic upgrades.

Cleaning Process:

LeyVa Middle School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by LeyVa's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 17, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	40	43	65	66	50	50
Math	33	33	61	61	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	17.4	22.0	32.2

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	730	720	98.63	43.19
Male	367	363	98.91	41.87
Female	363	357	98.35	44.54
Black or African American	13	13	100.00	23.08
American Indian or Alaska Native	--	--	--	--
Asian	238	237	99.58	59.07
Filipino	65	65	100.00	53.85
Hispanic or Latino	350	341	97.43	29.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	48.00
Two or More Races	27	27	100.00	62.96
Socioeconomically Disadvantaged	433	424	97.92	36.79
English Learners	320	314	98.13	26.75
Students with Disabilities	76	72	94.74	4.17
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	730	721	98.77	32.87
Male	367	364	99.18	34.34
Female	363	357	98.35	31.37
Black or African American	13	13	100.00	7.69
American Indian or Alaska Native	--	--	--	--
Asian	238	237	99.58	57.38
Filipino	65	65	100.00	36.92
Hispanic or Latino	350	342	97.71	14.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	36.00
Two or More Races	27	27	100.00	48.15
Socioeconomically Disadvantaged	433	425	98.15	27.06
English Learners	320	315	98.44	19.68
Students with Disabilities	76	73	96.05	1.37
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)

We encourage our parents to become involved in a variety of LeyVa Middle School activities. Parents can participate in these ways:

- Attend School Site Council
- Attend weekly Coffee Talk parent meetings with the administration team (every Thursday morning)
- Arrange classroom visitations to see learning in action
- Attend and support our athletic events
- Assist in school functions such as our carnival, book fair, dances, etc.
- Represent our school on district committees such as Parent Advisory Committee, District Advisory Committee, etc.
- Join the Bulldog PTSA as a member or officer.

A weekly newsletter chronicles the many activities, events, and ways to get involved. This is also provided electronically. The online PowerSchool Parent Portal also allows parents an easy way to stay connected with each teacher and stay informed on grades and academic performances. The school website - leyva.eesd.org - also contains current, pertinent information on events and activities. Bulldog Tech, also uses a tool called Echo for the same purposes. Parent workshops, such as those sponsored by Parent University, are held throughout the year. Our school also includes the extended community through groups such as the San Jose Strong Neighborhood Initiative, YWCA, San Jose Police Department, San Jose City Council District 7 and 8, and other community organizations.

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 safety of students and staff is a top priority of LeyVa Middle School. Teachers and administrators supervise students before school, during break, and after school. Noon-duty aides and administrators provide lunch supervision. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There are specifically designated areas for student drop-off and pick-up at strategic locations.

The School Site Council reviews the School Site Safety Plan every year. The plan has two components:

- Component I (People and Programs) Increase students' emotional intelligence to increase confidence and decrease negative interactions
- Component II –(Place) LeyVa Middle School will improve procedures to increase student safety throughout the school day including their route to and from school.

Any and all revisions to the plan are immediately communicated to the entire staff, students, and parents. The key elements of the school safety plan include the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The items below are the objectives from 2018-2019

Maintain high feeling of safety

Improve conflict resolution skills to prevent fights and assaults

Reduce incidents of bullying

Clarify emergency procedures

Improve safe travel to and from school

Clarify visitor procedures

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. Fire drills are conducted each month, with all but the first one of the year being unscheduled. School safety and evacuation maps are developed in conjunction with a safety consultant. At the beginning of each school year, all employees participate in mandated reporting procedures in regards to child abuse. Staff has been trained in child abuse prevention and reporting as well as Run, Hide, Defend procedures.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	4.8	10.0
Expulsions Rate	0.1	0.0	0.4

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	1.8
Expulsions Rate	0.0	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*	366.5

* 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.3

* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	24	8	22	4	23	8	21	5	23	13	18	2
Mathematics	25	7	24	1	24	9	18	6	23	12	19	1
Science	26	2	28	7	26	3	25	7	25	10	21	4
Social Science	28	1	26	3	28		22	6	27	5	20	3

* 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			

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The Evergreen School District has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Common Core State Standards are currently taking priority across the district, however each school focuses his or her professional development on what is specifically needed at their site. Teachers are involved in preparation and planning for language arts and math to develop strategies and acquire resources which align with the new standards. Site in-services here at LeyVa consist of such topics as equity in the classroom, culturally responsive teaching and learning, 21st Century Learning, building an inclusive and positive school climate/culture, developing and using PLCs, teaming across curricular areas, discipline, PBIS, Restorative Practices, and Special populations (SPED, EL, economically disadvantaged youth) including GLAD (Guided Language Acquisition Devices).

Additionally, administrators provide observation, feedback, and data to teachers based on best practices as these items pertain to Common Core. As a whole, the administrative team provides professional development to all teachers with regard to the transition and implementation of Common Core State Standards. Site level experts also assist in this area by leading departments in collaboration, setting norms, analyzing data and supporting best instructional practices.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,010	\$45,741
Mid-Range Teacher Salary	\$90,633	\$81,840
Highest Teacher Salary	\$104,878	\$102,065
Average Principal Salary (ES)	\$138,740	\$129,221
Average Principal Salary (MS)	\$141,310	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	36%
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

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

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	\$6,752	\$57	\$6,695	\$102,626
District	N/A	N/A	\$9,818	\$94,781.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.8	7.7
School Site/ State	-6.2	23.7

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.