

Silver Oak Elementary School

5000 Farnsworth Drive • San Jose CA, 95138 • (408) 223-4515 • Grades K-6

Howard Greenfield, Principal

hgreenfield@eesd.org

<http://silveroak.eesd.org>

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



Evergreen Elementary School District

3188 Quimby Road
San Jose CA, 95148
(408) 270-6800
www.eesd.org

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Principal's Message

Silver Oak Elementary School, a 2020 recipient of California Distinguished School honors, is a unique and exceptional community of learners. Supported by the collaborative efforts of teachers, parents, support staff and each other, our students continue to thrive. They are civic-minded, deep thinking individuals, who care for each other and their own learning. We are proud that they are our future!

Our AYP percentages have been hovering in the 80th percentile. In 2019 students scored (84%) in Math and 88% in ELA. This number does not begin to reflect the culture and climate that has been established leading to this success. Silver Oak is distinctive not only for who we are and what we do, but for the way we put it all together. We have never lost sight of our original vision – a strong commitment that all students can and will learn in a caring environment.

As we move forward and examine the way content is delivered to our students, there exists through an array of exciting technological tools, a tremendous opportunity for a shift in our classrooms where students are empowered to navigate their own learning. The result will be an even more powerful child-centered curriculum utilizing 21st Century teaching and learning. Our goal is for our students to demonstrate proficiency in the three Rs, but also the four Cs: creativity, critical thinking, communication, and collaboration. This is our vision...this is our challenge.

School Motto:

Imagine...Innovate...Instruct...

School Vision:

Our vision is to create dynamic learning environments that enable students to develop a deep understanding of core content and can use that knowledge to solve problems, think critically, communicate effectively, and be self-reflective about their learning. We will, therefore, develop the intellectual, physical and emotional capacities of each child to the fullest extent possible so that each can lead a fulfilling life as a productive citizen in our society.

School Mission:

Students will be supported in thinking creatively and critically, and be able to adapt to change. They will develop skills in acquiring, filtering, processing, applying and information to make effective decisions and to communicate effectively with others. They will develop self-esteem by participating in a caring school community which appreciates diversity, tolerance, mutual respect, cooperation toward team goals, and a love for learning that will last a lifetime.

Silver Oak will explore new horizons beyond traditional modes of instruction. Using technology is an important tool that will assist students in actively participating in their own learning. Teachers guide the learning process, set goals, and evaluate outcomes. Students will be responsible co-owners of the learning process.

Silver Oak School will foster a safe learning environment to enhance every student's ability to make sense of and take an active part in the world of the 21st century and beyond.

Community & School Profile

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 more than 973,000 residents. Silver Oak Elementary School is located at the southern-most point of the district's borders. In the 2018-19 school year, the school served 608 students in grades K-6 on a traditional calendar schedule. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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
Kindergarten	68
Grade 1	74
Grade 2	97
Grade 3	84
Grade 4	99
Grade 5	94
Grade 6	91
Total Enrollment	607

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	60.8
Filipino	3.6
Hispanic or Latino	4
White	21.6
Two or More Races	9.2
Socioeconomically Disadvantaged	5.4
English Learners	11.2
Students with Disabilities	3.3

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 Silver Oak Elementary	17-18	18-19	19-20
With Full Credential	23	23	24
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	26
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Silver Oak Elementary 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 K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges 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 K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill 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: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin 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)

Silver Oak Elementary School, originally constructed in 1994, is currently comprised of 22 permanent classrooms, 13 portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds. Playmats were installed in both the kindergarten and playground Big Toy Play areas during the summer of 2009. In the summer of 2010, the G Wing portables received permanent cement foundations. The school has installed a permanent outside overhead structure with tables and benches underneath. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Silver Oak Elementary 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 Silver Oak Elementary School'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 18, 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	86	87	65	66	50	50
Math	84	84	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.

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	369	364	98.64	87.36
Male	183	180	98.36	86.11
Female	186	184	98.92	88.59
Black or African American	--	--	--	--
Asian	219	219	100.00	89.04
Filipino	11	11	100.00	54.55
Hispanic or Latino	21	20	95.24	80.00
White	81	78	96.30	85.90
Two or More Races	35	34	97.14	97.06
Socioeconomically Disadvantaged	21	21	100.00	80.95
English Learners	61	61	100.00	73.77
Students with Disabilities	15	12	80.00	50.00

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.

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
5	12.6	29.5	45.3

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.

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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	369	364	98.64	84.34
Male	183	180	98.36	88.33
Female	186	184	98.92	80.43
Black or African American	--	--	--	--
Asian	219	219	100.00	89.95
Filipino	11	11	100.00	54.55
Hispanic or Latino	21	20	95.24	55.00
White	81	78	96.30	76.92
Two or More Races	35	34	97.14	97.06
Socioeconomically Disadvantaged	21	21	100.00	61.90
English Learners	61	61	100.00	75.41
Students with Disabilities	15	12	80.00	50.00

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)

Silver Oak Elementary School encourages parent and community involvement in a variety of ways:

- Annual school-wide musical productions
- Art Fair
- Arts Attack program
- Astronomy Night
- Back-to-School Night
- Battle of the Books
- Birthday Book Club
- Book Fair
- Classroom activities
- Computer Programming
- ELAC Committee
- Field trips
- Fitness Fun Run
- Jump Rope for Heart
- Kangaroo Math
- Library
- Multi-Cultural Nights
- Odyssey of the Mind
- Open House
- Orator's Cafe Writing Celebration
- Parent Education (Family Math, Family Literacy, and Family Science)
- Red Ribbon Week
- Safe School Plan Committee
- Science Fair & Family Bingo Night
- School Site Council , PTO, Silver Oak Educational Partnership Events
- Spelling Bee
- Talent Show
- Webinar assistance
- Website maintenance
- Walk and Roll to School

The school also receives support from numerous local professional groups, businesses and community organizations. Support and donations from local realtors, doctors, San Jose Symphony, San Jose Sharks, Math Enrichment, YMCA, and Office Depot have greatly added to the quality of instruction and overall school environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 223-4515 or visit the school website at <http://silveroak.eesd.org/>.

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 primary concern of Silver Oak Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. 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 is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in March 2019 by the Emergency Response Team (ERT). It will be reviewed again this winter with a revision submission date of March 11, 2020. Any and all revisions to the plan are immediately communicated to classified and certificated staff.

Key elements of the Safety Plan focus on 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, protocol & emergency drills
- Disaster Preparedness
- Safe ingress & egress of pupils, parents, & school employees

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0

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*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

* 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 Level	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* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		3		24		3		23		3	
1	25		3		24		4		22		3	
2	25		3		23		3		24		4	
3	25		4		25		4		24		4	
4	32		3		31		3		33		1	2
5	32		3		32		2	1	31		3	
6	28		4		31		3		30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Staff members build teaching skills and learn and apply new concepts through participation in conferences, workshops and peer observations throughout the year. All staff meet at least twice yearly with the Principal, at which time professional growth goals are set and revisited at the end of the year. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies as well as five District workgroup days. The District also provides a trainer-of-trainers model which includes the training of teachers in key curricular areas with the expectation that this expertise will be brought back to the staff. On site, teachers teach teachers and also participate in weekly professional development sessions as a standard practice during faculty meetings and grade level meetings. Site-inservices occur every fourth Thursday at which time site goals are established and supported through appropriate professional development workshops. A grade level Leadership Team assists the Principal in making key decisions around the professional development needs of the staff.

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	\$5,879	\$194	\$5,685	\$100,579
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	-53.3	5.7
School Site/ State	-22.5	21.7

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.