



Valentine Peyton Elementary

2525 Gold Brook Drive • Stockton, CA 95212 • (209) 933-7420 • Grades K-8

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<http://stockton.schoolwires.net/Peyton>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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Maria Mendez
Scot McBrian
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District Administration

John E. Deasy, Ph.D.
Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Mission Statement:

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards.

Vision: By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators, and life-long learners.

School Profile:

The focus of Peyton School is the social and academic success of our students; preparing them for college, career and community. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as PLUS (Peer Leaders Uniting Students), Student Leadership, Project Lead the Way, and AVID provide opportunities for students and families to support our children as they grow as scholars and as citizens.

Evidence of academic growth can be seen not only in our MAP assessments, but also in reclassification rates of English Learners and ELPAC scores. Student performance is monitored through careful analysis of student progress toward benchmarks at teacher academic conferences led by specialists and administrators, as well as student academic conferences. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in collaboration, as well as other professional development activities, and are known for being instructional leaders in the district.

We have four special day classes on our campus, including three levels of Autism classes that serve students in grades K-8. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges. Many of our students are mainstreamed into general education classes. Students in general education and special education settings share play time and are often paired for class projects to encourage socialization and inclusion.

School Poem:

There is nothing like a neighborhood school when it's working at its potential. Its power is breathtaking. Its potential is unlimited. It empowers the knowledge and wisdom of caring adults to motivate and encourage a lifetime of learning for all who enter its gates. It provides community, character, and refuge from what is broken outside its walls. It builds bridges to knowledge seekers and offers truth and cognitive stimulation to those it serves. It provides resources for those in need, opens its arms to the forgotten, and challenges each person to go beyond their experiences and imagination. It breaks the chains of ignorance, frees the hopeless, offers belonging to the marginalized of this world, and celebrates the empowerment of the success in learning and rigorous challenge. Whatever the capacity for human ignorance, the school community has a greater capacity for educating and promoting citizenship to change this city. This is what we do. This is who we are. This is Peyton School.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	124
Grade 1	109
Grade 2	91
Grade 3	81
Grade 4	81
Grade 5	86
Grade 6	100
Grade 7	67
Grade 8	122
Total Enrollment	861

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	1.4
Asian	24.7
Filipino	11.1
Hispanic or Latino	41.8
Native Hawaiian or Pacific Islander	0.8
White	4.1
Socioeconomically Disadvantaged	63.0
English Learners	14.4
Students with Disabilities	10.5
Foster Youth	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			
Valentine Peyton Elementary	16-17	17-18	18-19
With Full Credential	33	34	36
Without Full Credential	3	3	5
Teaching Outside Subject Area of Competence	1	1	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Valentine Peyton Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	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 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</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>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</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)

Peyton School opened a beautiful new campus in the Riverbend area in 2009. The school site has a kindergarten building with individual classroom restrooms and a separate playground and teacher workroom. There is a large two story classroom building, which houses first through eighth grade classes, as well as a staff lounge and workroom. Our resource building includes a library, a state of the art computer lab, a life skills special education classroom, the counseling office, and the resource classroom. The multipurpose building contains a full cooking kitchen, a Physical Education room and an indoor stage. The administration building has one special education classroom, a staff lounge, a conference room, and a large community room used for large gatherings and assemblies. Our preschool cottage has a separate and secure playground for the two classes on campus. The students enjoy a blacktop with many activities, a playground apparatus, and a large field area.

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

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to produce a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	C-building RM-17: entrance door and frame-paint, C-building RM-25: entrance door and frame-paint, north-east corner hole in wall-patch and paint East Boys R/R by M/P room: west wall water access left top corner crack seam-repair and paint Multipurpose / Kitchen: stage trim-paint, stage portable pull wall ripe seam-repair, kitchen walls-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	East Girls R/R by M/P room: metal trash receptacle-paint
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	C-building RM-17: entrance door and frame-paint, C-building RM-22: entrance door and frame-paint C-building RM-25: entrance door and frame-paint, north-east corner hole in wall-patch and paint
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	45.0	26.0	28.0	48.0	50.0
Math	32.0	34.0	20.0	21.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.4	23.3	24.4
7	19.7	19.7	32.4

* 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 2017-18 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	537	533	99.26	44.84
Male	281	279	99.29	43.37
Female	256	254	99.22	46.46
Black or African American	66	64	96.97	31.25
American Indian or Alaska Native	11	11	100.00	63.64
Asian	132	131	99.24	39.69
Filipino	59	59	100.00	62.71
Hispanic or Latino	214	214	100.00	45.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	44.00
Two or More Races	24	23	95.83	47.83
Socioeconomically Disadvantaged	342	339	99.12	42.18
English Learners	137	136	99.27	30.15
Students with Disabilities	30	29	96.67	17.24
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18 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	537	533	99.26	33.96
Male	281	279	99.29	35.13
Female	256	254	99.22	32.68
Black or African American	66	64	96.97	14.06
American Indian or Alaska Native	11	11	100	36.36
Asian	132	131	99.24	30.53
Filipino	59	59	100	47.46
Hispanic or Latino	214	214	100	36.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	32
Two or More Races	24	23	95.83	52.17
Socioeconomically Disadvantaged	342	339	99.12	31.27
English Learners	137	136	99.27	24.26
Students with Disabilities	29	28	96.55	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)

Peyton School recognizes the important role that parents and the community play in the success and education of their students. Peyton School has established partnerships with community businesses and organizations to increase parent participation and create a positive learning environment for our students. Peyton School offers several opportunities and programs to encourage parent involvement.

After School Tutoring Program, University of the Pacific, Harold S. Jacoby Center

English Language Parent Advisory Committee (ELPAC)

Parent Coffee Hour

Peyton Parent Teacher Student Association (PTSA)

Parent/Student Conferences

Student Assistance Program

School Site Council (SSC)

iMom/All Pro Dad

Parent Classroom Walks

Family Events (Picnic on the Grounds, Movie Nights, STEM Night, Renaissance Awards Assemblies, Family Spaghetti Dinner, etc)

Parent Workshops via the SUSD Parent/Community Empowerment Department

Peyton School believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating screen time
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Chaperoning educational field trips

Parents and community members who wish to become a part of the school community and participate should apply at <https://beamentor.org/linkpages/mentorasp/specialprojects/stocktonca/Default.asp>. We are very appreciative of our volunteers and believe that the success of our students depends on home, school, and community partnerships.

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

Peyton School places a strong emphasis on providing a safe environment for all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all health and safety regulations. Our facilities are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs during the close of school. A site inspection checklist is completed each trimester by the head custodian and submitted to Risk Management, to ensure the site is safe and free from hazards. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure and clean environment for the school community. The school’s Readiness and Emergency Management Plan identifies procedures to follow during emergencies and natural disasters. The REMS plan is reviewed, updated, and discussed with the faculty at the start of each school year and revisited throughout the school year. The REMS plan was discussed with the faculty on August 21, 2018. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills quarterly. In the event of a school emergency, the administrator activates the Emergency Response Team, including notification of the appropriate site and district personnel, to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) plan. Parents are contacted in a timely manner through a voice message system to inform them of any important safety announcements. Our site also utilizes Share911, a web-based program which enables all district and site staff to communicate and coordinate with each other during emergency situations.

Every effort is made to ensure students are monitored while on campus throughout the school day. The campus is locked and secure during school hours. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their passes at all times. Peyton School ensures that our playgrounds are safe for all students. We have two full time Campus Safety Assistants and six part time noon duty supervisors, as well as two full time administrators, to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Peyton School has a strong Positive Behavior Intervention System (PBIS) in place to support student knowledge of the expectations of every area in the school. Student behavior is reinforced by a consistent incentive plan, as well as consequences when needed.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.0	11.3	3.3
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.5
Social Worker	0.12
Nurse	.2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1
Other	2
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	16	17	10	8	5	18	8	10			
1	29	28	16			6	14	9	7	1		
2	28	18	21		4	2	15	4	6			
3	28	25	19	1	2	3	15	8	6			
4	31	30	20	1		3	7	3	6	7		
5	27	32	20	1		3	8	2	6		1	
6	28	23	15	1	5	13	16	5	6		5	1
Other	14	13	11	1	2	1						

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

Professional Development provided for Teachers

Our Professional Learning Communities meet for 3 hours per month and teachers participate in monthly collaboration days with the specialists and administrators to collaborate, analyze data, set learning goals and plan instruction to support student achievement and meet the instructional needs of all students. Teacher collaboration and implementation of ELA and Math SMART goals are supported through in-class support, coaching and peer meetings for lesson design/reflection, and after school workshops. PD is also provided during staff meetings from the instructional coach, program specialist, site administration, district program specialists and consultants. Site leadership teams have attended conferences/professional development in PLC's, AVID, and Common Core Standards to develop a collaborative culture, integrate effective instructional strategies, and develop content proficiency. During the 2018-2019 school year teachers will have 4 days of PD that includes newly adopted history and writing programs in addition to other topics that support district initiatives and MTSS. This year teachers are also engaged in peer coaching and peer observations around a problem of practice. Professional Development is based on student data that is reviewed during PLCs, staff meetings and monthly collaboration. The data includes formative and summative teacher created assessments, as well as district and state assessments.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6991.73	1777.82	5213.92	78351.66
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-17.3	12.9
Percent Difference: School Site/ State			-23.1	-1.1

* Cells with ◆ 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.