

Woodrow Wilson Elementary School

1300 Williams St. • San Leandro, CA 94577 • (510) 618-4370 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=498>

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



San Leandro Unified School District

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Principal's Message

Woodrow Wilson Elementary School is a community of learners who share a committed focus on ensuring that every child who comes to our school receives an equitable education within a nurturing and safe environment. The strength of our school lies with the staff who are knowledgeable, thoughtful, conscientious, and who share the belief that all students can learn and embrace the skills that will make them lifelong learners. Our teaching faculty of highly qualified, fully credentialed teachers is dedicated to teaching rigorous core academic curriculum based on the Common Core State Standards and the Next Generation Science Standards that ensures access for all of our student subgroups. Educators at Woodrow Wilson Elementary School collaborate and analyze data regularly to produce deeper learning opportunities for our students that includes an analysis of academic performance and language development to determine EL student program needs as well as other student subgroups needs. We believe that focused practices lead to stronger results! Our goal is to make continuous year to year growth for each individual student, so that all are prepared for middle school, high school, and beyond for college and career. Education requires teamwork. The Wilson staff, teachers, families, community members, and students will continue to communicate clearly and work effectively to enable our students to meet the Common Core standards and to achieve our school-wide site plan goals and objectives.

Woodrow Wilson School is made up of a rich and diverse student body. The school serves students in grades TK-5. Additional resources are allocated to serve students in need of Math and Reading Intervention support services. Support services are also offered in English Language Development instruction, Speech and Language, Special Education Resource Program, Adaptive Physical Education, Occupational Therapy, and Counseling. Students also receive instruction in Music, Art, and Physical Education taught by Specialists.

The Woodrow Wilson staff is committed to providing an educational program in which the school's resources and services are effectively coordinated to meet the needs of students. Our teachers strive to provide students with explicit direct instruction lessons and project-based learning (PBL) opportunities that are combined with blended learning opportunities in our 1:1 (1st-5th Grade) and 2:1 (Kindergarten) digital learning environments. It is always our goal to provide academic programs that are culturally responsive, rigorous, personalized and appropriately challenging for all students.

Instruction is focused on English Language Arts and Mathematics Common Core State Standards and Next Generation Science Standards as all students make progress toward mastery. Teachers at Woodrow Wilson Elementary School differentiate their instruction by regularly assessing and grouping students within and/or outside of the classroom for instruction in a variety of core academic content areas. Through this process, teachers are able to work together to meet the needs of all students by sharing resources and best instructional practices. This has become a focus by aligning activities to achieve school goals through improving the academic performance of English Learner students and students who require additional intervention to support their learning needs. Recognizing the need to focus on the whole child, our teachers also provide learning experiences that foster social/emotional growth as well as develop students' communication and collaboration skills.

District Vision Statement

The mission of the San Leandro Unified School District is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, in a region rich in heritage and diverse in culture, where we value our traditions while welcoming change.

School Mission Statement

High standards, equity, and accountability are central to the vision for our community of learners at Woodrow Wilson Elementary School. We are determined to provide our students with the life skills, tools, and knowledge to be successful life-long learners. We assure that our students can compete among the very brightest, best, and most creative individuals. In order for this to accomplish this, we are committed to building on our current successes, developing a collaborative pedagogy utilizing current, evidence-based practices that improve student achievement and recognizing the hard work and long road that is ahead of us with perseverance and motivation. We are optimistic in the simple truth that we know our students are capable, our teachers and staff are determined and our community is supportive.

Making our vision a reality means our continuing effort at creating a standards-based accountability system where every student is compared to a standard rather than each other, where every student is clear on what is expected of him or her, where every student is given multiple opportunities to learn and to show what they know in order to reach high, rigorous standards, and where there is no achievement gap.

District Profile

San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

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	126
Grade 1	108
Grade 2	106
Grade 3	121
Grade 4	114
Grade 5	136
Total Enrollment	711

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0
Asian	19
Filipino	11.5
Hispanic or Latino	54.6
Native Hawaiian or Pacific Islander	0.8
White	5.2
Two or More Races	3.9
Socioeconomically Disadvantaged	72.3
English Learners	51.3
Students with Disabilities	9
Foster Youth	0.3

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			
Woodrow Wilson Elementary School	15-16	16-17	17-18
With Full Credential	35	35	34
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0		
San Leandro Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Woodrow Wilson Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment 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.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2005 Hampton Brown Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson Elementary School was originally constructed in 1947 and is currently comprised of 24 permanent classrooms, 14 portable classrooms, a library, a staff room, a multi-purpose room, a kitchen, and two playgrounds. Renovation of the library occurred during 2017.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/19/2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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	34	38	38	38	48	48
Math	28	33	24	25	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	123	122	99.2	41.0
Male	55	54	98.2	44.4
Female	68	68	100.0	38.2
Asian	27	26	96.3	46.2
Filipino	12	12	100.0	16.7
Hispanic or Latino	63	63	100.0	41.3
Socioeconomically Disadvantaged	90	89	98.9	37.1
English Learners	44	43	97.7	16.3
Students with Disabilities	14	14	100.0	28.6

* 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	31	41	43	44	56	54

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	20.6	20.6	27.2

* 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	377	370	98.14	37.57
Male	184	180	97.83	31.67
Female	193	190	98.45	43.16
Black or African American	22	22	100	18.18
Asian	65	64	98.46	50
Filipino	38	37	97.37	45.95
Hispanic or Latino	208	205	98.56	33.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	45.83
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	273	269	98.53	33.83
English Learners	240	238	99.17	32.35
Students with Disabilities	47	46	97.87	10.87
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 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	377	373	98.94	32.98
Male	184	181	98.37	33.7
Female	193	192	99.48	32.29
Black or African American	22	22	100	13.64
Asian	65	65	100	56.92
Filipino	38	38	100	50
Hispanic or Latino	208	205	98.56	25.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	20
Two or More Races	15	15	100	33.33
Socioeconomically Disadvantaged	273	270	98.9	26.3
English Learners	240	239	99.58	30.96
Students with Disabilities	47	46	97.87	10.87
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Wilson is dedicated to engaging parents in a variety of ways. The Wilson staff believes in building engaging, collaborative partnerships with our families and community members. Staff members encourage parents/guardians to participate in and out of the classroom on an ongoing basis throughout the year. Kindergarten and TK teachers meet with parents prior to the start of the school year to welcome new families to our school. Staff communicates regularly with families through newsletters, phone calls, emails, auto-text programs, in-person meetings, and emails. Many staff utilize teacher webpages and online outreach programs to connect with families. Parents/guardians receive multilingual school and classroom newsletters on a regular basis in addition to messages sent through the telephone system. Messages sent through the school's automated phone messaging system are multilingual. Parent volunteers are encouraged to work in classrooms around the school through our volunteer sign-up policies. Weekly Coffee Chats with the Principal provide open format to receive information and ask pertinent questions on an ongoing basis. Parents may participate in the Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), as well as a variety of volunteer activities. Parents and families members may volunteer to help with fundraising, school-wide events such as assemblies or Beautification Day, assistance within the classroom, support during recess and lunch, and other activities including working in our community garden.

Wilson Elementary School has several partnerships with local community organizations, including the Boys & Girls Club/ASES and Girls, Inc. Other partners include Kaiser Permanente, Safe Routes to School, Safe Moves, Bike Mobile, and the Alameda County Office of Education Project Eat.

Family members who wish to participate in Wilson Elementary School's parent advisory committees, school activities, or become a volunteer may contact the main office at (510) 618-4370.

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 at Wilson Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is updated every winter by a committee of six individuals, including the principal, vice principal, and SLTA representative. The key element of the School Site Safety Plan entails emergency evacuation procedures. Fire, earthquake, and intruder drills are conducted on a regular basis throughout the school year. The Wilson School Safety Plan was reviewed, discussed and updated during the 2017-2018 school year.

To ensure student safety, staff members supervise students at all times before and after school, and during recess and lunch. All visitors to the campus are required to check in at the school's office and wear the proper identification badge at all times.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.9	1.5	1.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	1.6
Other	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	26	25	25			1	5	5	4			
1	28	26	27		1		4	3	4			
2	27	28	25			1	4	4	3			
3	27	26	26				5	4	5			
4	30	29	30				4	5	3			
5	32	31	32				4	4	5			

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

Professional Development provided for Teachers

Staff development is delivered via a variety of means, including peer-to-peer mentoring, instructional coaching, teacher technology education consultants, site-based staff development opportunities, districtwide professional development, and off-site conferences at federal, state, and county levels. Peer-to-peer development opportunities include BTSA (Beginning Teachers Support and Assessment) Support Providers, instructional coaches, and Professional Learning Community Collaboration time and training. Administration at site and district level provide and deliver staff development based on student and site need. Professional development is provided in content areas, technological integration, socio-emotional learning, alignment with Common Core State Standards, English Language Development, Project Based Learning, special education, and in other areas designed to increase and improve student access, engagement, and achievement. Staff is able to receive training that is individualized, job-embedded, after school, during district-wide professional development days, via online learning platforms, and during release time. The district supports staff development through Professional Growth Days as well as grade-level specific trainings, including math and ELA/ELD framework trainings. Teachers are released each semester to plan by grade level for the upcoming based on student assessment data, Common Core standards, and curriculum. In order to select areas for staff development, factors including state and district assessment data, curriculum-based assessment, teacher feedback, community and family needs and input, English Language Learners, needs of students with disabilities, and state/federal standards are considered, among other essential data. Staff development is ongoing, reflective, globally and culturally relevant, and responsive to the needs of the students, staff, and school-wide community.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,645	\$46,511
Mid-Range Teacher Salary	\$80,977	\$73,293
Highest Teacher Salary	\$107,065	\$92,082
Average Principal Salary (ES)	\$122,739	\$113,263
Average Principal Salary (MS)	\$134,702	\$120,172
Average Principal Salary (HS)	\$156,104	\$131,203
Superintendent Salary	\$284,181	\$213,732
Percent of District Budget		
Teacher Salaries	41%	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

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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	5465	391	5074	87317
District	♦	♦	5465	\$86,964
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-7.2	0.4
Percent Difference: School Site/ State			-22.8	17.2

* Cells with ♦ do not require data.