



Cresson Elementary School

11650 East Cresson Street • Norwalk, CA 90650 • 562.868.6620 • Grades K-5

Linda Rigg, Principal

lrigg@llcsd.net

www.llcsd.net

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

Little Lake City Elementary School District

10515 South Pioneer Blvd.
Santa Fe Springs, CA 90670
562.868.8241
www.llcsd.net

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School Description

Principal's Message

Cresson Elementary School is a neighborhood school nestled in a community that includes single-family homes and apartment complexes. Most of our students either walk to school or are driven by their parents each day. Cresson serves approximately 300 students from Transitional Kindergarten through fifth grade, encompassing a diverse group of learners that includes English Learners, Students with Disabilities, and Gifted and Talented Education (GATE) students. Once they complete fifth grade, our students move on to Lake Center Middle School then Santa Fe High School.

Our hard-working, dedicated staff includes eleven general education teachers, three Deaf and Hard of Hearing teachers, special education support staff, interventionists, classroom paraprofessionals, office and custodial staff, and the principal. We enjoy the support of many parent and community volunteers who dedicate countless hours to assist our staff in ensuring that our students receive the best possible educational experiences. Our team works collaboratively during Data Reflection Sessions, during staff meetings, on early release Wednesdays, and during professional development opportunities. We collect and analyze data, reflect on student progress, and plan instruction using research-based strategies that address the goals of the new California State Standards to ensure that our students are well-prepared for their futures in college and careers. Our professional development funds (LCAP 7) allow us to offer training that is specifically-designed to address reading deeply, writing across the curriculum using text evidence, having a deep understanding of mathematical concepts in order to apply math skills and strategies in a variety of situations, and using technology as a tool to learn, create, and demonstrate understanding. This collaborative, data-driven approach to instruction resulted in our making gains in both language arts and math in all grade levels on the California Assessment of Student Performance and Progress. In addition, Cresson was named a California Gold Ribbon School and a Title I Academic Achievement School in 2016, and received the CSBA Golden Bell Award in 2017.

At Cresson, we maintain high expectations for all learners to reach their potential. We believe this includes addressing the needs of the whole child, academically, socially, emotionally, and physically. Using our Student Motivation (LCAP 33) and district funds (LCAP 26 and 27) we have developed a school-wide behavior plan aimed at promoting positive character traits and an anti-bully program, which are designed to help increase student school connectedness and engagement. In addition to our school programs, we have district and community partnerships that include music, art, physical education, technology, counseling, and two afterschool programs. Our children are our greatest resource and we invest great effort in addressing the unique needs of every individual student.

Linda Rigg, PRINCIPAL

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	72
Grade 1	47
Grade 2	38
Grade 3	35
Grade 4	45
Grade 5	55
Total Enrollment	292

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0
Filipino	0.7
Hispanic or Latino	93.5
Native Hawaiian or Pacific Islander	0.3
White	4.5
Two or More Races	0.3
Socioeconomically Disadvantaged	77.4
English Learners	31.5
Students with Disabilities	13
Foster Youth	1.4

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			
Cresson Elementary School	15-16	16-17	17-18
With Full Credential	13	13	14
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Little Lake City Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	191
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Language Arts Adopted 2003-2004 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman California Science Adopted 2007-2008 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Health	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Visual and Performing Arts	Students receive instruction in the VAPA Standards but we do not use an adopted text. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 100
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 100

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Cresson School was built in the early 1950s and is in good condition. During the 1990s, we added eight portable classrooms and combined two portables to make up our library. Maintenance and improvements included repairing the flooring in one of the portable classrooms during 2009. In 2010–2011, the school perimeter fencing and signage was replaced. In 2012 a lunch patio with a shaded cover was constructed outside our cafeteria which allows our children to eat outside when weather permits. In 2013 tables and chairs were added to our outside eating area. In 2013-2014 exterior lighting was installed throughout the campus. Wireless internet was also expanded throughout the entire campus.

Our two custodians clean each classroom every other day and all restrooms every day. Our custodians clear our campus of litter daily, and the district maintenance personnel remove any graffiti. The district maintains the landscaping on a weekly schedule.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12-10-17

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				Gophers, areas treated bi-monthly
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				Trees were trimmed over Winter Break as well as field being fertilized.
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	46	46	55	54	48	48
Math	38	50	36	39	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.

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	52	53	67	63	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	12.3	24.6	31.6

* 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	42	40	95.2	52.5
Male	25	24	96.0	58.3
Female	17	16	94.1	43.8
Hispanic or Latino	39	37	94.9	51.4
Socioeconomically Disadvantaged	31	30	96.8	50.0
English Learners	15	15	100.0	46.7

* 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.

**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	140	139	99.29	46.04
Male	73	73	100	45.21
Female	67	66	98.51	46.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	129	99.23	45.74
White	--	--	--	--
Socioeconomically Disadvantaged	110	110	100	40
English Learners	51	50	98.04	30
Students with Disabilities	23	23	100	4.35

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	140	139	99.29	49.64
Male	73	73	100	49.32
Female	67	66	98.51	50
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	130	129	99.23	48.84
White	--	--	--	--
Socioeconomically Disadvantaged	110	110	100	42.73
English Learners	51	50	98.04	30
Students with Disabilities	23	23	100	13.04

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)

Communication and parent involvement is very important at Cresson Elementary School. We know the value of a strong home-school partnership, and we desire to see this relationship grow, for the benefit of our students, families, staff, and the community. For the 2017-2018 school year, our goal is to increase our parent involvement, not only in family events, but also in leadership and training opportunities. We will continue to seek opportunities to share information and gain input from parents. In addition, we will offer information and training sessions aimed at keeping our parents up-to-date with what is happening at Cresson and the district, especially as it relates to the new California State Standards and new assessments. These efforts will be supported by our Parental Involvement funds (LCAP 28).

It is our goal to keep everyone informed and involved through a variety of sources, including the school marquee, the monthly Cresson newsletter, classroom newsletters, flyers, Blackboard phone calls, emails, social media, and the school's web page. The principal, Mrs. Rigg, has an open door policy and welcomes parent input, questions, or concerns.

Cresson parents are invited and encouraged to be active participants in the school community. Parent leadership opportunities include membership in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO). In addition, Cresson enjoys the support of parents and community members as volunteers in the classroom and in the school office, chaperones on field trips, and support for special programs and events, such as Back-to-School Night, the Harvest Carnival, Science Night, the Winter Program, Hats Off to Reading Night, Open House, the Spring Celebration and our Field Day. For information about getting involved at our school, please contact your child's teacher, the principal, or the PTO at (562) 868-6620.

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

Safety is of the utmost importance at Cresson Elementary School. To ensure security, students enter campus from 7:45 to 8:15 through a single gate that is monitored by an employee. At 8:15 the gate is locked and students coming after that time must enter through the front office. All visitors must sign in with the school office and receive the appropriate badge before entering the campus, and they must sign out upon leaving. The principal, teachers, and support staff monitor the grounds and supervise students before, during, and after school in order to ensure student safety.

Cresson's Comprehensive Safe School Plan is updated annually. It includes procedures for emergencies, school-wide behavior policies, our plan to address bullying, and how we protect the physical, emotional, and social well-being of all students. Our plan is shared with all personnel at a staff meeting each year. Safety drills are conducted on a regular basis, including fire, earthquake, and lock down procedures to address physical safety. We participate in The Great California Shakeout, a statewide earthquake drill, each October. We have instituted Positive Behavior Intervention and Support, a school-wide behavior policy that emphasizes respect, responsibility, collaboration, and safety. During the past three years, a team of staff members will participated in training on PBIS (funded through district LCAP 27), which helped us review and revamp our plan to ensure that it fully addresses the needs of the students and the school community and that it is implemented with the greatest degree of effectiveness. During the current school year, the team will continue participate in the second tier of training, which will entail full implementation of the program throughout our school. All staff has been trained in the district-adopted "No Bully" program (funded through district LCAP 27), and we have identified and trained Solution Coaches to help empower students against bullying. To address the emotional well-being of students, we have the support of a counseling intern from Turning Point and a district counselor (funded through district LCAP 26), as well as access to resources in the local community, such as Pacific Clinics.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
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	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	6	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.4
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0.5
Other	.43
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	26	23	1			3	3	3			
1		26	23					1	2			
2	28	25	24				2	1	1			
3	20	18	16	1	1	1	2	2	2			
4	33	32	31					1	1	1		
5	23	33	23	1		1		1	2	2	1	
Other		4			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

During the 2014-2015 school year Cresson teachers were supported throughout the year by an external literacy coach. This individual provided professional training sessions, observation and coaching sessions. Teachers also had opportunities to observe peers in other classrooms and other schools. This literacy coach will continue to work with Cresson staff during the 2015-2016 school year. Cresson teachers also participated in three district professional development days with a focus on Close Reading, technology and physical education. Staff development for 2015-2016 continued to focus on the new California State Standards. In addition to participating in district professional development related to math teaching and learning through partnership with Math Solutions, Cresson teachers and administration continued to engage in additional site-specific professional development and in-class coaching related to reading and writing strategies directed at supporting students in reading with depth of understanding and writing across the curriculum using text evidence and support. We also engaged in grade level Lesson Study cycles in math in all grade levels. Direct Instruction remained a valuable strategy during math instruction.

Site Professional Development funds (LCAP 7) for the 2016-2017 school year will allowed Cresson to address specific site training and collaboration needs in order to best meet the needs of all students. Cresson participated in training and coaching in the use of CELL/ExLL strategies to support literacy skills across the curriculum in all grade levels. In addition, our staff had opportunities for coaching and professional development in math and technology, both on site and at the district level. Many of our staff participated in professional development in the new ELD standards and assessments. More staff will participate in this training during the 2017-2018 school year. In addition, all staff participate in district training in the Next Generation Science Standards and continued math professional development by grade level. We also have a team of teachers engaged in training to become Thinking Maps trainers so that we can eventually bring this valuable training to all of our staff. Technology has become an instructional focus in both math and language arts. In order to be competitive in school and the workplace, our students need to be able to use technology as a tool. In addition, students take the state assessment on the computer each spring. A district itinerant technology teacher continues to provide training for teachers so they can support their students to use computers to practice math, write essays, conduct research, and learn keyboarding skills.

On Tuesdays, during Data Reflection Sessions, grade level teams continue to analyze student work and assessment data and collaboratively plan instruction, focusing on the diverse needs of all of our student subgroups, including GATE, English Learners, and Students with Disabilities. The Cresson staff knows the change to the new California State Standards involves a shift in thinking and practice, and they are dedicated to the learning and growth that needs to occur on their part so that they are well-equipped to provide appropriate instruction to all of our students. This year we have formed a site Student Academic Leadership Team (SALT) to create and implement a School Instruction Plan to address specific student learning targets within and across grade levels. This team looks at data, engages in professional development, and facilitates staff collaboration and learning in order to strategically focus on identified student learning goals.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,948	\$47,034
Mid-Range Teacher Salary	\$75,004	\$73,126
Highest Teacher Salary	\$96,596	\$91,838
Average Principal Salary (ES)	\$104,496	\$116,119
Average Principal Salary (MS)	\$108,276	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$196,198	\$178,388
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	6%

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

Types of Services Funded

Little Lake provides additional services for students using federal funds such as Title I and Title III and LCAP funds. All schools hire additional interventionists to provide differentiated instruction in English Language Arts (ELA) and Math for a portion of the day. Title I funds are used to provide additional support for students by hiring additional Interventionist to provide differentiated instruction in ELA and mathematics. Title III is used to support Long Term English Learners via AVID Excel Program. LCAP Funds are used to supplement services for English Learners, SED students, Homeless and Foster students.

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	10,374	2,629	7,745	66,836
District	♦	♦	7,740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			0.1	-12.3
Percent Difference: School Site/ State			17.8	-9.9

* Cells with ♦ do not require data.