



# Lakeview Elementary School

11500 East Joslin Street • Santa Fe Springs, CA 90670 • (562) 868-8655 • Grades K-5

Lauren Hernandez, Principal

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

### Little Lake City School District

10515 South Pioneer Blvd.  
Santa Fe Springs, CA 90670  
(562) 868-8241  
www.llcsd.net

#### District Governing Board

George Buchanan - President  
Dora Sandoval - Vice President  
Hilda Zamora- Clerk  
Janet Rock - Member  
Richard Martinez- Member

#### District Administration

William Crean, Ed.D.  
**Superintendent**  
Sonya Cuellar  
**Assistant Superintendent,  
Personnel Services**  
Manuel Correa  
**Assistant Superintendent, Business  
Services**  
Maria A. Soto  
**Assistant Superintendent,  
Educational Services**  
Monica Johnson  
**Director, Educational Services**  
Tony Valencia  
**Director, Special Education and  
Pupil Services**  
Heidi McDonald  
**Director, Nutrition Services**  
Brent Griffen  
**Director, Maintenance**  
Khrystyne Tat  
**Director, Fiscal Services**

### School Description

#### Principal's Message

Nestled in a peaceful Los Angeles suburb, Lakeview Elementary, home of the Lions, is the pride of its neighborhood. Located at 11500 Joslin Street in the City of Santa Fe Springs, the facility is comprised of twenty-four classrooms, a multi-purpose room, a library, a computer lab. Lakeview Elementary has had a recent infusion of technology with five computers in each kindergarten through second grade classroom and a mobile lab in each third through fifth classroom. With over 550 students in grades TK-5 the school sits at the hub of a tightly knit community where school staff, parents, and community leaders work hand in hand to provide a safe, nurturing, learning environment.

Recognized as a former California Distinguished School by the California Department of Education, a California Business for Education Excellence Honor Roll School (2015, 2016), and a California Gold Ribbon School (2016), Lakeview focuses on high academic achievement for all students. Teachers provide purposeful and strategic instruction using the California State Standards and district pacing guides. There is a shared commitment to consistently implement best practices and research based strategies. As a Professional Learning Community, teachers work in collaborative teams to analyze data, modify instruction, and provide intervention as needed to ensure student success. Students at Lakeview Elementary are motivated and encouraged to think critically, communicate effectively, and be active participants in successfully achieving their academic and personal growth goals to become lifelong learners.

At Lakeview we foster a partnership of school, home, and community through ongoing communication and community events. Our supportive Parent Teacher Organization (PTO) works closely with the school to provide funds and programs which enrich the school experience for our students. To further extend their academic programs, students participate in programs such as Meet the Masters, as well as classes in art, music, and physical education.

Our most recent LLCS D parent survey stated that 99% of Lakeview parents were satisfied with their child's school. The community of Lakeview Elementary is dedicated to creating a learning environment that supports high expectations for student achievement and behavior. We believe that all students can achieve at high levels. Our passion for successful student achievement and our focus on collaboration, community ownership, and pride are elements that define Lakeview Elementary School and make it an outstanding place for all.

Lauren Hernandez, 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	99
Grade 1	78
Grade 2	81
Grade 3	84
Grade 4	113
Grade 5	99
<b>Total Enrollment</b>	<b>554</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	0.7
Hispanic or Latino	90.4
Native Hawaiian or Pacific Islander	0
White	4.9
Two or More Races	0.7
Socioeconomically Disadvantaged	62.8
English Learners	9.7
Students with Disabilities	11.7
Foster Youth	1.1

## 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			
Lakeview Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	21	23	22
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Little Lake City School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	191
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
Lakeview Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

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 in 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 in 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 in 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 in 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)

Our main building is 58 years old and in good condition. In 1997, 2000, and 2002, additions were constructed, making our campus adequate for our population. In 2008–2009, we updated the bell and alarm system throughout the entire campus. Exterior lighting, as well as wireless internet was added this year throughout campus.

Our two custodians clean each classroom every other day and the restrooms every day. District maintenance maintains landscaping on an every-other-week basis.

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: 12-20-17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms have been upgraded for ADA compliance
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Trees were trimmed over Winter Break
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		
				Ball walls were painted.

## 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
<b>ELA</b>	49	51	55	54	48	48
<b>Math</b>	49	49	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
<b>Science</b>	62	51	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
<b>5</b>	24.8	16.8	20.8

\* 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	88	88	100.0	51.1
Male	43	43	100.0	51.2
Female	45	45	100.0	51.1
Hispanic or Latino	74	74	100.0	47.3
White	11	11	100.0	81.8
Socioeconomically Disadvantaged	54	54	100.0	50.0
Students with Disabilities	15	15	100.0	66.7

\* 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	308	307	99.68	51.14
Male	169	168	99.41	45.83
Female	139	139	100	57.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	283	282	99.65	50
White	16	16	100	56.25
Socioeconomically Disadvantaged	202	201	99.5	43.78
English Learners	50	50	100	40
Students with Disabilities	47	47	100	6.38
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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	307	306	99.67	49.35
<b>Male</b>	169	168	99.41	46.43
<b>Female</b>	138	138	100	52.9
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	282	281	99.65	48.75
<b>White</b>	16	16	100	50
<b>Socioeconomically Disadvantaged</b>	201	200	99.5	44.5
<b>English Learners</b>	50	50	100	52
<b>Students with Disabilities</b>	46	46	100	6.52
<b>Foster Youth</b>	--	--	--	--

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)**

Lakeview Elementary School offers a variety of parent involvement opportunities. Parents regularly support the educational program at Lakeview by being present at parent conferences and attending Back to School and Open House events. Parents are invited to assist their child's teacher by volunteering in the classroom and chaperoning grade-level field trips.

Parents are encouraged to attend our parent education events throughout the school year. The events are supported through the LCAP Supplemental and Concentration Funds with money specified for parent involvement. Lakeview currently hosts a parent computer class in our lab after school. This year we will have additional parent education nights focused on literacy and mathematics.

Lakeview has a very active PTO that sponsors many activities throughout the year for students and parents. Our PTO organizes and sponsors events such as the Fall Festival, Red Ribbon Week, Staff Appreciation Week, Moms and Muffins, Founder's Day, Dads and Donuts, Grade Level Field Trip Transportation and Family Art Night. New members and volunteers are always welcome.

All members of the Lakeview School community share in the decision-making process by electing parents as members of the School Site Council (SSC) or English Learner Advisory Committee (ELAC). Elected members provide leadership and help implement the vision for the school community through the creation, adoption, and implementation of the School Plan.

At Lakeview, our staff recognizes and values the importance of working collaboratively with our parents as they are an integral part of our team. According to our latest parent survey, 97% of parents feel welcomed by the staff when they visit the school. In addition, 98% of parents feel adequately informed about their child's progress and 98% of parents are aware of school opportunities for parent involvement, participation, and decision making.

For information about getting involved at our school, please contact Mrs. Lauren Hernandez at (562) 868-8655.

**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**

Lakeview Elementary School has a School Safety Plan that is updated annually. The last update to the plan was in June 2017 with contents shared with staff members in August 2017. The School Safety Plan contains the procedures and plans for ingress/egress, student safety, natural disasters, fires, lock downs, as well as plans for evacuation.

Lakeview is a closed campus with all exterior gates locked throughout the school day. There are two points of entry in the morning, one door at the cafeteria and one gate closest to the office, that are monitored by supervision staff. Only students are allowed to enter campus through the monitored gate between 8:05 a.m. and 8:17 a.m. and the cafeteria between 7:30 a.m. and 8:05 a.m. All visitors, including parents and volunteers, must sign in at the office. Upon dismissal, the gate closest to the front office is opened by a supervisor and all students exit with their teacher and are released to a parent or guardian.

At Lakeview, various emergency drills are held throughout the year, with all staff participating in the Great California Shake-out in October.

Lakeview is currently in our first year of PBIS implementation. We are addressing Tier 1 universal supports through teaching appropriate behavior via a school-wide matrix. Behaviors are reinforced through a positive incentive program. To assist Lakeview's teachers and staff in providing a safe, nurturing, learning environment, we have also adopted the "No Bully" program. If any staff member witnesses an act of bullying, he or she shall take immediate steps to intervene and redirect students. In addition, students are encouraged to report any acts of bullying they witness or receive. If a Solution Team is appropriate, the Solution Coach will meet with the target of bullying and offer to convene a Solution Team to bring the bullying to an end. According to our latest parent survey, 98% of parents felt that Lakeview's school-wide discipline policy is effective.

Students' social and emotional well being is addressed through a variety of services. Students have immediate access to our school counselor and school psychologist. In addition, we have a counseling intern provided by Turning Point Counseling Services on campus every Thursday. Referrals are also made on an as need basis to local agencies such as Pacific Clinics, The Whole Child, and the City of Santa Fe Springs Family Intervention Team.

Additionally, LCAP Supplemental and Concentration Funds are used for student motivational activities to increase student connectedness to school.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	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	2013-2014	2004-2005
Year in Program Improvement	Year 1	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)**

<b>Academic Counselor</b>	
<b>Counselor (Social/Behavioral or Career Development)</b>	0.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	0.4
<b>Psychologist</b>	0.4
<b>Social Worker</b>	
<b>Nurse</b>	0.1
<b>Speech/Language/Hearing Specialist</b>	0.5
<b>Resource Specialist</b>	1.0
<b>Other</b>	.43

**Average Number of Students per Staff Member**

<b>Academic Counselor</b>	
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\* 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
<b>K</b>	22	25	20	1		2	3	3	3			
<b>1</b>	26	19	26		1		3	3	3			
<b>2</b>	27	24	26				4	3	3			
<b>3</b>	29	22	23		1		3	4	3			
<b>4</b>	31	29	29				2	3	4	1		
<b>5</b>	33	26	27		1	1		2	3	3	1	
<b>Other</b>	11		10	1		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**

Lakeview Elementary School's recent professional development has been focused on the implementation of the California State Standards. New units and assessments have been created for third, fourth, and fifth grade mathematics. Collaboration time is also used to review units and assessment results. In line with district and school plans, professional development is delivered through district-provided training on full days, early release days, and through conferences. The Lakeview staff will participate in professional development and training activities in the following topics:

- Mathematics: California Mathematics Council (CMC) Conference, Lesson Study, Number Talks, Math Talk Moves
- Technology: Using Chromebooks in the classroom
- English Language Arts: Close Critical Reading
- Science: UCLA Science Project - 3 Professional Development Days

Professional Development is supported by LCAP Supplemental and Concentration Funds.



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/](http://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	10,127	2,591	7,536	73,951
District	♦	♦	7,740	\$76,172
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-2.6	-2.9
Percent Difference: School Site/ State			14.6	-0.3

\* Cells with ♦ do not require data.