



Monte Bella Elementary School

1300 Tuscany Blvd • Salinas CA, 93905 • (831) 770-6000 • Grades K-6

Maria Alvarez, Principal

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<http://www.alisal.org/MonteBella/index.cfm>

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



Alisal Union School District

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Assistant Superintendent,
Whole Child Services

School Description

CALIFORNIA GOLD RIBBON DISTINGUISHED SCHOOL.

Monte Bella Elementary opened its doors for the first time during the 2013-2014 school year. The school opened serving grades Pre-K through 6th grade and had a total of 550 students. The school is actually built to house 900 scholars. This school year, the scholar population has increased to 829 students. Monte Bella Elementary also has a part-time School Psychologist; one part-time Speech and Language Therapists; a School Counselor, and a full-time Resource teacher.

The school is located at 1300 Tuscany Blvd. and is one block south of Alisal High School in the Monte Bella Housing Community. Alisal High will be the feeder high school for our scholars once they finish middle school. Monte Bella is located in the North East section of Salinas. The school itself is a closed campus with fencing all around the perimeter that is locked during school hours. Parents and community members must come in to the main office to sign in during school hours.

The mascot(s) for Monte Bella Elementary are the "Scholars". There is a comprehensive sports program for grades 3-6 and the mascot for athletics is the "ThunderCats". The school motto is Scholars by day, ThunderCats by night. 99% of our scholars wear uniforms on a daily basis with the Scholar Shield on the left chest. Monte Bella Elementary is in its sixth year using the Positive Behavior Intervention and Supports (PBIS) system for scholar behavioral expectations. We imbed the wearing of school uniforms with PBIS in order for Scholars to qualify for Scholar of the Month. Additionally, Scholars are rewarded for adhering to these behavioral expectations with Scholar Dollars. Scholars are voraciously collecting their scholar dollars in order to accumulate 100 scholar dollars so that they can earn their membership cards. The membership card gives them entry to our Scholar store every Wednesday and our monthly PBIS Activity Day. There is a grand prize at the end of the year which is the Limousine Luncheon with the Principal. We are proud that there is minimal discipline on a weekly basis and a 97% attendance rate and PBIS is a direct result of this.

Student safety and support are top priorities. Close attention is paid to keeping anti-bullying aspects from infiltrating the environment. We are also involved with the Olweus anti-bullying program. Each week classroom teachers are holding class meetings to address issues that arise both socio-emotionally and peer-to-peer. We have a combination of 25 sixth and fifth graders that serve as peer mediators, hallway monitors, and Scholar Safety Patrol. Scholars walk around before school, at lunchtime, and after school with special yellow vests and a clipboard assisting students with any issues that may arise. In addition to these efforts, we also have a seven-member team of campus supervisors that also walk around during recess and lunchtime. In terms of scholar support, we also have partnered with Harmony at Home Counseling services and we have a counselor that comes one day a week.

Monte Bella Elementary truly is a 21st Century school. The school was formulated to emphasize Math, Science, and Technology. Technology is the main emphasis. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a Chromebook computer with six iPad tablets in each classroom. The school has WIFI throughout and every teacher and scholar has immediate connectivity once they get onto campus. Second, we are the very first and only public elementary school in our county to give every Scholar (K-6

a one-to-one Chromebook. Every parent is required to sign the Parent Technology Use meeting before their son/daughter can be issued their Chromebook. Lastly, teachers are going through an extensive Technology Professional Development program so that they can minimally get to the point where they can "Flip the Classroom". Coupled with the work that our district is doing with implementing the Common Core State Standards (CCSS), teachers and scholars are producing incredible work. Teachers train our scholars on Listening, Writing, Reading, and Speaking skills, Text-Based Questioning and Close Reading fundamentals as our entry points into CCSS. In mathematics, our emphasis has been on Reversibility and Flexibility. Furthermore, teachers have been going through extensive training in learning the Engage NY curriculum in both English Language Arts and Mathematics. Lastly, due to this extensive work, Monte Bella Elementary School was awarded the California Gold Ribbon Distinguished School Award for being a model and innovative program in the area of School Culture and Technology during the 2015-16 school year.

Our school and district is in its second year of transitioning from a traditional bilingual program to a Dual Immersion (DI) program beginning in Kindergarten. This means that we will be phasing out our traditional program and go completely DI. We have added two DI kinder classes and the program is off to a great start. Currently, we have DI classes from TK-2nd grade. Our efforts are to build a solid and quality DI program that can be as high quality as our technology program.

Demographics. In terms of significant subgroups, the scholar population is as follows: Latino - 95%; Caucasian - 2%; Asian - 1%; Other - 1%. Our Socioeconomically disadvantaged population is 87%; our English Language Learner population is 70%; our Students with Disability population is 11%; and our Migrant population is 10%.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	159
Grade 1	114
Grade 2	143
Grade 3	113
Grade 4	102
Grade 5	106
Grade 6	94
Total Enrollment	831

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	1.1
Hispanic or Latino	93.6
White	2
Two or More Races	0.2
Socioeconomically Disadvantaged	91.1
English Learners	66.1
Students with Disabilities	8.9
Foster Youth	0.5
Homeless	7.1

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 for Monte Bella Elementary School	17-18	18-19	19-20
With Full Credential	29	30	31
Without Full Credential	4	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alisal Union School District	17-18	18-19	19-20
With Full Credential	♦	♦	399
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Monte Bella Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

In order to meet requirements for common core state standards (CCSS), materials were updated as part of the 2018 adoption.

K-6 Wonders is used to teach all Language Arts standards. In K-6, teachers use Eureka Math.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillan / McGraw-Hill, Wonders- K-3, Adopted 2017 McMillan / McGraw-Hill, Wonders- 4-6, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Delta Foss- (Kinder-5th grades) - Adopted 2007 McGraw-Hill- (6th grade) - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill, Imapact / Impacto, 4th-6th Grades - Adopted May 2019 McGraw-Hill, Vistas - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Health	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Not applicable The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Monte Bella Elementary is in its sixth year of existence. The school serves grades Pre-K through 6th grade and has a total of 830 students. The school is actually built to house 900 scholars comfortably. This school year, every classroom is being utilized to serve students except for two where we have our Mindfulness and STEM Room. The school is a closed campus with fencing all around the perimeter that is locked during school hours.

Monte Bella Elementary is truly a state of the art 21st Century facility. The school was formulated to emphasize Math, Science, and Technology. Firstly, every classroom has surround sound speakers and every teacher uses a lapel microphone. There is an ELMO projector and every teacher is issued a lap top computer and an iPad tablet. The school has internet infrastructure set for the next 10 years. It has WIFI throughout the campus and every teacher and scholar has immediate connectivity once they get onto campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	36	32	36	50	50
Math	26	27	23	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.5	17.8	11.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	416	99.52	35.82
Male	190	189	99.47	28.57
Female	228	227	99.56	41.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	388	386	99.48	35.23
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	372	370	99.46	34.32
English Learners	315	313	99.37	31.95
Students with Disabilities	58	58	100.00	5.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	37	36	97.30	2.70

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	415	99.28	26.75
Male	190	188	98.95	26.06
Female	228	227	99.56	27.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	388	385	99.23	26.49
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	372	369	99.19	25.47
English Learners	315	312	99.05	25.64
Students with Disabilities	58	58	100.00	5.17
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	37	36	97.30	2.70

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

A major aspect to infuse in our school culture in order to make Monte Bella Elementary a high performing school is high parental involvement. There are many meetings that we must hold to meet compliance with state and federal regulations. Having parents attend these important parent meetings is critical to the academic success of the school. We ask all of our parents/guardians to make it a personal goal to at least pick one of the parent groups and attend those meetings at least once a month. Examples of parent participation opportunities include, but not limited to are: School Site Council, English Language Advisory Council, Parent Teacher Organization, District Advisory Council, Parent Teacher Conferences, Coffee Klatch, Family Reading and Mathematics Night, Field Trip Chaperoning, Classroom Volunteering, Career Day, Winter Program, Talent Show, PBIS, and Athletics.

In order to create extrinsic motivation, the school has implemented a parent involvement Fast Pass program. Parents are encouraged to participate in several of the parent meetings as listed above and they receive a Fast Pass after each meeting for their child to use to go to the front of the line at our PBIS store. Once a parent fills out the whole passport, they will then qualify for the end of the year incentives like school uniforms and school spirit wear. For all parent involvement opportunities, please do not hesitate to contact Maria Alvarez, Principal at (831) 770-6000.

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

As mentioned in section two, Monte Bella Elementary has always operated under that notion of student safety first. We have formulated a Safety Committee that consists of the school site administration, seven teachers, four parents, two campus supervisors, our lead custodian, our lead food service clerk, and one front office secretary. This group updates our school safety plan on a yearly basis and we take it to the School Site Council every January to get approved. The safety plan also places a huge emphasis on the Positive Behavior Intervention and Supports (PBIS) program. Everything from Ingress to Egress, walking to the cafeteria and library, field trips, etc., we have an established code of conduct core value expectations. These core values are being Respectful, Responsible, and Ready. We call this being a 3R Scholar. Along with PBIS, we also take not only our safety team but all of our teaching staff and we train them in the Olweus Anti-Bullying program. This program has really taken off for us and our parents really love the notion that we have brought in this program. In addition to these programs, we have also implemented the Playworks curriculum for organized "play" during recesses. This has brought down our negative student behavior issues completely. Lastly, we also have a flip chart that we have created for all staff on different type of emergency situations that may arise and how staff should conduct themselves in the case of these unforeseen events. Every month we practice a fire drill and in October and in the spring, we practice an earthquake drill. These drills are recorded on a chart in the main office that is placed for public display.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	0.6	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.5	1.5	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	6		23	3	3		24	1	6	
1	24		4		26		5		24		3	
2	24		4		25		4		27		5	
3	23		3		21	1	4		26		4	
4	25	1	3		26		4		28	1	2	1
5	34			3	30		3		27		4	
6	37			2	34			3	31		3	
Other**	26		1		10	1			20	2		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

The major areas of professional development for teachers in 2017-2018 included the following:

- Common Core State Standards planning for instruction, learning and assessment in both ELA and Math with entry points focusing on RI-1 and Listening and Speaking in ELA and Reversibility and Flexibility in Math
- Training for planning and implementation for Engage New York English Language Arts Curriculum
- Training for planning and implementation of Engage New York Math Curriculum
- Step-Up-To-Writing training for school-wide writing implementation
- Bilingual Transference (for teachers facilitating Alternative Bilingual Education classes)
- Implementation and use of student iPads within the classroom
- 21st Century Innovative Educator Training
- Learning Management System (Google Classroom) training
- California STEM Symposium training
- CUE Powerful Learning National Conference
- Positive Behavior Supports and Intervention (PBIS)
- Olweus Anti-Bullying
- Playworks
- Whole Child Mindfulness
- Technology focus (Achieve 3000, Seesaw, Istation)
- Data Walks
- Next Generation Standards Rollout (NGSS)

Professional development was delivered through grade level sessions during regular work days with release time for classroom teachers.

Teachers were supported during implementation by district Educational Services department, school site administration, Academic Coach, and consultant Dr. Nelson.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,149	\$45,741
Mid-Range Teacher Salary	\$71,785	\$81,840
Highest Teacher Salary	\$100,035	\$102,065
Average Principal Salary (ES)	\$126,234	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	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

- System 44/Read 180 Intervention Teacher
- Achieve 3000 Academic Intervention Teacher for 3rd-6th Grade
- After School Program Tutoring (Lexia Core for all grades, Teacher-led interventions)
- After School Program Enrichment (Digital Media, Korean Language and Culture, MakeSpace, Baile Folklorico, Azteca Dance, Symphonic Music, and drumline)
- After School Athletics (Volleyball, Flag Football, Soccer, Basketball)
- One-to-One iPad/Chromebook Tablet technology
- iPad Applications especially for remediation
- Library Services (Electronic Library as well)
- Counseling (Home and Harmony)
- Positive Behavior Incentives and Supports (PBIS)
- Olweus Anti-Bullying Program and Counselor
- Mindfulness (The Mindful Life Project)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>, that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,156	0	\$6,156	NA
District	N/A	N/A	\$5,459	\$72,451.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	12.8	NA
School Site/ State	15.1	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.