



# Riverview Elementary School

8662 S. Lac Jac Avenue • Parlier, CA 93648 • (559) 305-7290 • Grades K-8

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



### Kings Canyon Joint Unified School District

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#### District Governing Board

Craig Cooper

Robin Tyler

Manuel Ferreira

Noel Remick

Sarah Rola

Clotilda Mora

Jim Mulligan III

#### District Administration

John Campbell  
Superintendent

Roberto Gutierrez  
Deputy Superintendent, Human  
Resources

Monica Benner  
Assistant Superintendent,  
Curriculum and Instruction

Mary Ann Carousso  
Administrator, Student Services

Jose Guzman  
Administrator, Educational  
Programs

Adele Nikkel  
Chief Financial Officer

### School Description

School Description Riverview School is located in a country setting west of the town of Reedley. The school served 488 students in grades K-8 during the 2018-2019 school year and included a staff of 20 teachers. Riverview School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning environment. Riverview Elementary School was named a California Distinguished School in spring of 2018.

School Mission Statement Riverview School parents, staff, students, and community form a collaborative partnership in an effort to achieve the school's mission. The school's mission is to provide excellence in education to a diverse community through exemplary programs, services, and activities that foster a life-long commitment to academic and character development.

Riverview Elementary School is one of 22 schools in Kings Canyon Joint Unified School District (KCUSD), whose mission is "To provide a broad spectrum of educational and co-curricular activities for all students so they can attain their highest potential." The parents, staff, and students of Riverview form a collaborative partnership in an effort to achieve the mission of both KCUSD and RES. Our mission statement provides a common focus that unifies all stakeholders (administrators, teaching and support staff, parents, students, and community members) in a pursuit of continuous school improvement. The mission of Riverview Elementary School is to "Provide excellence in education to a diverse community through exemplary programs, services, and activities that foster a life-long commitment to academic and character development."

In keeping with our mission the staff at Riverview is dedicated to ensuring the academic success of every student and providing a safe and productive learning environment for all. Curriculum, instruction, assessment, and professional development are focused on assisting students in mastering the common core standards, as well as increasing the overall student achievement of all student subgroups.

Expectations: Be Respectful! Be Responsible! Be Safe!

## 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	49
Grade 1	50
Grade 2	50
Grade 3	52
Grade 4	29
Grade 5	67
Grade 6	61
Grade 7	62
Grade 8	64
Total Enrollment	484

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	2.5
Filipino	0.8
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0.2
White	22.3
Two or More Races	1.2
Socioeconomically Disadvantaged	61.2
English Learners	14.9
Students with Disabilities	7.6
Homeless	0.6

## 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 Riverview Elementary	17-18	18-19	19-20
With Full Credential	21	19	18
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	17-18	18-19	19-20
With Full Credential	♦	♦	412
Without Full Credential	♦	♦	45
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Riverview 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)**

Riverview uses the state and district approved curriculum for all grade levels. All classroom teachers, the site RSP teacher, and administrators participated in content and curriculum training. There are ample books for each student to have their own copy. All teachers currently implement state and district adopted core curriculum.

**Textbooks and Instructional Materials**

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EngageNY, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	EngageNY, adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	K-5 MacMillan/McGraw-Hill: California Science, 2007 edition  Holt, Rinehart and Winston: Holt California Science: Earth Holt California Science: Life Holt California Science: Physical Science, 2007 edition  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	K-5 Scott Foresman, It's Revolutionary, 2005 edition Holt, California Social Studies, 2005 edition  The textbooks listed are from most recent adoption: Yes 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)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office. Riverview School's most recent facilities inspection was complete in December, 2019.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Riverview School has 19 classrooms, a multipurpose room, a new student center (completed in November 2009), a library (updated and expanded in 2010) and an administration building. The main campus was built in 1960. Additional relocatable classrooms were constructed in 1990 and 1998. During the summer of 2018, improvements were made to parking lot, front of school, and the campus was painted. A solar parking structure and shade structure were added in the summer of 2019.

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

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

During the 2015 summer Bond Measure K allowed Riverview to receive new roofing, blacktops and basketball courts. Riverview also gained a new storage shed.

The multi-purpose room received new flooring during the 2015 summer.

During the 2016 summer the Riverview Administration Building received a new roof.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Rain water intrusion in a couple of rooms.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	Maintenance to repair rain gutters. Sprinklers need to be replaced in back play field.

## 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	67	67	49	52	50	50
Math	56	59	36	40	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	19.7	26.2	39.3
7	23.3	25.0	38.3

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	327	323	98.78	66.56
Male	165	163	98.79	57.06
Female	162	160	98.77	76.25
Asian	11	11	100.00	72.73
Filipino	--	--	--	--
Hispanic or Latino	239	236	98.74	61.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	67	98.53	80.60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	201	99.01	58.21
English Learners	70	68	97.14	39.71
Students with Disabilities	23	22	95.65	22.73
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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	327	323	98.78	59.13
Male	165	163	98.79	57.06
Female	162	160	98.77	61.25
Asian	11	11	100.00	54.55
Filipino	--	--	--	--
Hispanic or Latino	239	236	98.74	53.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	67	98.53	79.10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	203	201	99.01	51.74
English Learners	70	68	97.14	35.29
Students with Disabilities	23	22	95.65	18.18
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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)

Communication with parents and family participation are essential elements for the success in our students. Riverview Elementary School endeavors to involve parents by exchanging information to help parents understand how they can support school programs and offering opportunities for the participation in school activities.

Parents attend many school functions and volunteer during the day. Annual family events include activities such as concerts, Reclassification English Language Proficient Celebration Night, Fiesta Parade, SCICON Parent Night, Eighth Grade Parent Night, Family Movie Night, Pastries with Parents, Open House, Title 1 Parent Night, school carnival, and Back to School Night. Parents also participate in parent teacher conferences, they serve as chaperones on school trips, help with book fairs, school fund raisers, celebrations and awards events. Parents also serve on committees including Parent Teacher Club, School Site Council, English Learner Advisory Council, and District Advisory Council. The parent involvement policy and school-parent compact were updated in October 2018

Communication between the school and home is provided through monthly newsletters, phone call out systems, classroom notes, the Remind application, Peachjar and bulletins. Riverview has a current website that includes access to Power School (student grades), the school calendar, and other notifications. Each year Riverview participates in a parent survey. Information from the surveys is shared with district administration, parents, and staff. This helpful information allows the school to celebrate successes and be made aware of areas of need. All communications are provided in English and Spanish.

The parents desiring more information may contact the Riverview Principal, Josh Darnell (559) 305-7290.

### 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 of students and staff is a primary concern of Riverview Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on March 2019 and discussed with staff in August 2019. The school site council reviewed and approve the safety plan at the November SSC meeting. An updated copy is available to the public at the school office.

The schools disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	3.0	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.7	5.4	3.1
Expulsions Rate	0.1	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)	2.0
Other	1.0

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



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		2		25		2		25		2	
1	27		2		25		2		25		2	
2	26		1		27		2		25		2	
3	26		2		25		1		26		2	
4	27		2		31		2		29		1	
5	32		2		13	3	2		31		2	
6	31	1	10	1	27	2	10	1	27	2	10	1
Other**												

\*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	42	42	42

Students attend school for 180 instructional days. Teachers attend an additional five days. Three days are for professional development. The remaining two days are used for staff meetings and room preparation.

Professional development at Riverview Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of training, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities.

For the 17-18 and 18-19 school years, staff studied researched based best instructional practices, learner engagement strategies, and lesson design to meet the needs of students performing below proficiency. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. A professional learning community continues to meet throughout the school year to plan, implement, observe, and reflect on instructional strategies. The district provides early release of students every Wednesday to allow teachers time to reflect on the Cycle of Inquiry, including review of student data, planning instruction, and collaboration. Teachers received specific training at the August Buy-Back days. District instructional coaches followed-up with additional training days, observations, modeling and feedback. Riverview administration also participated in this staff development. Administrators work on teams to observe their site teachers and teachers at other sites to provide feedback. All ELA teachers were trained throughout the year on "Write from the Beginning and Beyond." The "Write from the Beginning" training were held approximately one Wednesday each month for the last several years. Several teachers also participated in NGSS training.

In 2019-2020 in addition to the district provided professional development, Riverview staff participated in Autism Training and Safety Care Training. We continue to focus on Collaborative Teams and data analysis to the individual student level. School-wide we have placed a focus on Math RtI and utilize data to drive the instruction during this time. Four teachers have joined the NGSS team and participate in trainings and lesson studies around Science. Riverview Elementary School continues to emphasize collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district meetings. Teachers attend various conferences and workshops based on teacher needs. Buy-back and early release days provide time for quality professional development and collaboration. Wednesday early release days are utilized for Grade Level Collaboration Meetings and district Write from the Beginning Training.

Riverview also continues to engage in Professional Learning Communities (PLCs), assessment and data collection, and effective teaching strategies, with continuous monitoring of our significant subgroups: Students With Disabilities, English Language Learners, Hispanic, and Socio-economically Disadvantaged. To supplement student learning, the Riverview staff received training on ways to use "Thinking Maps" as an instructional strategy.

KCUSD Special Education Department provides monthly staff development for special education teachers and professional development for special education techs through-out the school year. The district Library-Media Teacher also coordinates on-going professional development for district library technicians.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,146	\$49,084
Mid-Range Teacher Salary	\$67,239	\$76,091
Highest Teacher Salary	\$98,167	\$95,728
Average Principal Salary (ES)	\$119,221	\$118,990
Average Principal Salary (MS)	\$126,064	\$125,674
Average Principal Salary (HS)	\$129,143	\$137,589
Superintendent Salary	\$205,073	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	35%
Administrative Salaries	6%	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

Title I, and Local Control Funding Formula (LCFF)

Riverview Elementary School receives general State of California and state lottery funds which are used to run our "base" school programs. In addition, RES benefits from Title 1 funds.

These funds have enabled Riverview to provide intervention, enrichment, and social/emotional support systems. In addition, supplemental and concentrated funds along with title 1 funds help support programs such as, Puente, Special education, ELD, ASP, PBIS, CARE, and parent education opportunities.

Riverview Elementary School provides extended library hours, intervention opportunities, supplemental materials and supplies that enhance or extend the core curricular program are provided for students. Title 1 - funding from Title 1 is used to provide intervention activities during the regular day and after school hours. It is also used to promote parent involvement, professional development, as well as supplemental intervention. The School Site Council reviews the School Plan for Student Achievement annually. The SSC also reviews site expenditures and student performance to modify the plan to address the needs of all students.

KCUSD provides Riverview School with a review of the KCUSD Instructional Action Plan on an annual basis. The actions and goals of this plan provide the framework for the academic operation of Riverview.

#### 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	\$ 6,435.45	\$ 1,113.41	\$ 5,322.04	\$ 73,218.08
District	N/A	N/A	\$ 7,579.82	\$72,534.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.9	-200.0
School Site/ State	-200.0	-200.0

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.