



# Dr. Ralph E. Hawes Elementary School

9682 Yellowstone Drive • Huntington Beach, CA 92646 • (714) 963-8302 • Grades K-5

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<http://haweselementary.org>

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



### Huntington Beach City School District

8750 Dorsett Drive  
Huntington Beach, CA 92646  
(714) 964-8888  
[www.hbcasd.us](http://www.hbcasd.us)

#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
Ann Sullivan  
Diana Marks

#### District Administration

Gregory Haulk  
**Superintendent**  
Cynthia Guerrero, Ed.D.  
**Assistant Superintendent**  
**Educational Services**  
Patricia Hager  
**Assistant Superintendent**  
**Human Resources**

### School Description

Hawes School is a Learning Community -- where all participants -- students, staff, and parents are responsible for learning. We share the commitment that ALL students succeed in a rigorous curriculum. The following vision/mission is our foundation in creating a safe, friendly, and joyful learning environment. WE BELIEVE that, with strong home and school support, all students can successfully acquire the skills needed to become lifelong learners. WE BELIEVE in a school climate that is built upon a foundation of teamwork collaboration, and mutual respect among all groups. We are a professional learning community. WE BELIEVE that an environment that supports risk-taking, creativity, and openness to new ideas and technologies is essential to our vision of success. WE BELIEVE that positive self-esteem and a strong sense of social responsibility are goals for every student. WE BELIEVE that students will love learning and be challenged to reach their highest potential when their natural curiosity and creativity is stimulated. WE BELIEVE in aiming for the remarkable. We will set ambitious goals and strive to achieve them. The hawk's flight symbolizes our vision for children... to soar, to experience joy and freedom, and to apply strength, grace, and a keen eye to a noble purpose.

Dr. Ralph E. Hawes Elementary School, a high performing California Gold Ribbon School 2015, serves students in Pre-K through 5th grade. This year our school facilities completed construction, which include enhancing all learning space with 1:1 technology and mobile furniture. Although we are a neighborhood school and many walk to school, approximately 24% of our 586 students are on inter-district transfers. As a school with a strong PTSA, we are able to provide enhanced learning opportunities for all of the diverse needs of our students. At all grade levels, we have classes for students with special needs, depending on their Individualized Education Plan (IEP), that include full-day Specialized Academic Instruction (SAI) classes, pull out SAI support, occupational therapy, Adaptive PE, speech and language services, social skills training, and counseling. Additionally, beginning in 2nd grade, we provide GATE instruction within cluster classes for eligible students. Vocal music instruction is provided to all classes by a credentialed music teacher. Students in grades K-5 participate in ST Music keyboarding classes each week. A credentialed PE teacher provides physical education to students once weekly to allow for small group instructional opportunities within the classroom. Our PTSA offers enrichment opportunities, such as after-school programs for sports, chess, art, Spanish, and music. The PTSA also provides programs that enrich the daily program such as Accelerated Reader (AR), art assemblies and in-class lessons, Red Ribbon Week Activities, academic assemblies, field trips and more.

## 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	92
Grade 1	97
Grade 2	85
Grade 3	110
Grade 4	98
Grade 5	104
Total Enrollment	586

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	12.8
Filipino	0.9
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.3
White	59.7
Two or More Races	13
Socioeconomically Disadvantaged	9
English Learners	1.5
Students with Disabilities	15
Homeless	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Dr. Ralph E. Hawes	17-18	18-19	19-20
With Full Credential	26.6	26.5	26.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

### Teacher Misassignments and Vacant Teacher Positions at Dr. Ralph E. Hawes 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)**

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2019-20 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	McGraw Hill - My Math Adoption Year 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Pearson Scott Foresman - K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Hawes School, built in 1974, consists of a main building with administrative offices, computer lab, indoor courtyard/lunch area and 23 classrooms. The site has 13 portable classrooms, including a library, that were added during the 1990's. The YMCA also has two portable buildings used for before and after school child care.

This site has a solar array on the field at the edge of the playground area in the back of the school providing shade for students and the site has been retrofitted with energy efficient interior and exterior lighting.

Improvements during 2019 included the completion of modernization work that began in 2018 as follows: seismic repairs to the main building, modernization of the office areas and computer lab, electrical upgrades, new carpeting, modernization of 23 classrooms and 9 portable classrooms into 21st Century classrooms with new furniture, infrastructure, technology, Chromebooks and other necessary repairs to existing facilities. P.A./bell system, phones and fire alarms were also updated.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

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

**Year and month in which data were collected: August 26, 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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	81	80	75	75	50	50
Math	84	84	69	69	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	22.4	36.4	25.2

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	311	309	99.36	79.61
Male	181	179	98.90	75.42
Female	130	130	100.00	85.38
Black or African American	--	--	--	--
Asian	40	39	97.50	84.62
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	70.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	192	191	99.48	79.58
Two or More Races	38	38	100.00	81.58
Socioeconomically Disadvantaged	28	28	100.00	71.43
English Learners	--	--	--	--
Students with Disabilities	54	53	98.15	54.72
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	311	310	99.68	84.19
Male	181	180	99.45	83.89
Female	130	130	100.00	84.62
Black or African American	--	--	--	--
Asian	40	40	100.00	82.50
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	75.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	192	191	99.48	85.34
Two or More Races	38	38	100.00	86.84
Socioeconomically Disadvantaged	28	28	100.00	71.43
English Learners	--	--	--	--
Students with Disabilities	54	53	98.15	62.26
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)

Collaboration, involvement, and support of our parents and community are integral to our work at Hawes Elementary School. Volunteers contribute more than 20,000 hours of support time during the school day and after school to ensure that all students have a quality experience at Hawes. Our PTSA continues to contribute time and resources to numerous programs and activities. This support includes: a new playground structure on the kindergarten playground; an electronic marquee in front of the school; funding for field trips and the purchase of instructional supplies; the purchase and implementation of the Accelerated Reader program; support and funding for the Pacific Symphony Class Act program; PTA sponsored events such as the gardening, assemblies, Red Ribbon Week, Earth Day, school-wide assemblies, art assemblies and in class lessons and more.

Parent volunteers assist and support instruction in the classroom, in the computer lab, with rainy day schedules and activities on the playground, and other tasks associated with classroom instruction.

Classroom teachers have received funding for technology and other instructional materials through Donorschoose.org, the Huntington Beach Assistance League, and other grant opportunities.

Local businesses have supported the school program by providing a portion of sales to our school. Local businesses include: Kohl's, Corner Bakery, Market Broiler, Hambone's Restaurant, and the Skating Center in Fountain Valley.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, was last reviewed with school and district staff in September and October 2019. The plan was last updated and reviewed with school staff and School Site Council on January, 2020.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. Through a partnership with PTA, Hawes school has shaded lunch tables in both the main lunch area and the kindergarten yard, and installation of new playground equipment. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. The Hawes campus was under construction during the 2018-19 school year and all learning spaces were renovated and modernized. Permanent campus perimeter fencing was completed during Winter 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.5	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
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)	1.0
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.3

\* 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	22	1	3		32		3		24	1	3	
1	27		4		28		3		24		4	
2	31		3		28		4		28		3	
3	29		3		32		3		27		4	
4	29		4		30		3		28		3	
5	26	1	4		29		4		29		4	
Other**					6	2			6	1		

\*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	20	20	20

During the 2019-20 school year, professional development focused technology integration and first best instruction. Training was focused on: implementing our newly installed technology and mobile furniture; developing math fluency school-wide; and strengthening our English Language Arts instruction through alignment. Professional development was conducted through the use of district-wide professional development days, release time to attend workshops/trainings and through staff meeting/Professional Learning Communities (PLC) time. Through peer assistance and principal support, the staff worked diligently to implement math fluency within the classrooms, implementation of TWAGS and usage of technology. Staff supported one another in continued growth and implementation.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Twenty professional development days were available and held during the school year which involved curriculum based training for ST Math, Mimio Studio Notebook, OC STEM Science training, Write from The Beginning, Stop the Bleed, and data analysis through Professional Learning Communities. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. Instructional assistants for special education programs meet regularly to discuss best strategies for meeting the unique needs of the students and attended specialized training such as Pro-Act. All staff also had the opportunity to attend and update CPR/First Aid certification.



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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,437	\$45,741
Mid-Range Teacher Salary	\$91,223	\$81,840
Highest Teacher Salary	\$111,275	\$102,065
Average Principal Salary (ES)	\$136,839	\$129,221
Average Principal Salary (MS)	\$125,857	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

Hawes Elementary School offers a variety of services for our students in order to meet their unique needs and to ensure that they reach their full potential.

Beginning at the kindergarten level, the school provides special education services for those who are eligible to receive this service. Special education support services continue through all grades and include speech and language, adaptive PE, occupational therapy, social skills training, counseling and academic support through a variety of on-site providers.

For students identified and who meet eligibility criteria, Hawes provides Gifted and Talented Education (GATE) instruction through cluster classes in grades 2 - 5. Instruction within these classes focuses on teaching grade level standards through the use of Sandra Kaplan's depth and complexity icons.

Students who are eligible for English language support receive services within the classroom during the regular teaching day. Intervention, vocabulary development and intervention materials are used to enhance learning and academic growth for these students.

Intervention support is utilized within the classroom through small group instruction and one-on-one instruction to support struggling learners. Intervention materials are used to support English learner students, as well as students in grades 2-5 who need remediation support in English Language-Arts and Mathematics. Earobics is used as an intervention support program for students in grades K-1. Accelerated Reader supports growth in reading comprehension, while ST Math supports student achievement in mastery of math standards. ST Music provides additional instruction to students in grades K-3. Additional intervention materials are used to support other students who are not meeting grade level benchmarks.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided by the PTSA and include: art, chess, Legos, Spanish, cooking, tennis and coding.

A school-wide positive behavior system is in place and students are rewarded for making a positive contribution to the school and their classroom. Students are recognized regularly for earning Rockin' Hawks. Monthly assemblies recognize students for effort as well as incorporate character development and school spirit.

Student Council organizes skits for assemblies and community service projects and leads the school in several important events and programs.

#### 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	\$7,053.83	\$1,711.34	\$5,342.48	\$95,507
District	N/A	N/A	\$2,179.48	\$91,912
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	84.1	3.8
School Site/ State	-20.2	18.3

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.