

OLIVEIRA ELEMENTARY SCHOOL

4180 Alder Ave. • Fremont, CA 94536 • (510) 797-1135 • Grades K-6

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



Fremont Unified School District

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Instruction**

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**Assistant Superintendent, Human
Resources**

School Description

Welcome to Oliveira Elementary School. Oliveira Elementary is a diverse and collaborative community and together we pursue excellence in academic achievement through the use of rigorous thinking skills, while working with each student, staff member and the community on character development.

Oliveira's Vision Statement (2018)

Oliveira Elementary School where all students are caring, collaborative, lifelong learners.

Oliveira's New Mission (2018)

Oliveira Elementary School provides a challenging learning environment that holds high expectations for all learners.

Professional collaboration is a strong belief on our campus. Through professional learning communities (PLC's), we are aligned with district goals, as we work together looking at student data and finding the best strategies in supporting our students to become college and career ready.

In English/Language Arts, our focus is on small group instruction with the intention of moving students' into higher levels and to assist in closing gaps. We provide additional support using appropriate strategies for each grade level to improve reading comprehension at students individual reading levels. Students are taught to understand the value of brain input and output (making meaning of the text), schema and metacognition.

The focus in mathematics guides teachers in analyzing students' thinking about mathematics and assist students in increasing their knowledge of overarching math concepts rather than isolated skills. Currently best practices through the Silicon Valley Mathematics Initiative (SVMI) support students in sharing their mathematical knowledge. Teachers and students utilize a tool called, "Moby Max" to support differentiation within the classroom. The comprehensive coursework used in both Math and Language Arts aligns to the current state standards.

Our students with disabilities also benefit from the same set of strategies when delivering state standards. Our Resource Specialist Program (RSP) staff use a collaborative model to help students within the regular classroom setting and in the RSP setting. We offer speech and language support services to our elementary students. We continue to examine and modify our teaching practices to ensure that each student is ready for success in junior high, high school, college, and their career.

Oliveira Elementary School continually seeks ways to meet the needs of our varied student population. We focus on student outcomes using a variety of instructional methods. We are a school that is moving forward and focused on continuous improvement. Oliveira continues to welcome and collaborate alongside our multicultural families to engage educationally, socially and emotionally.

The Oliveira PTA and staff work closely together with one common goal of increasing parent involvement through academic and social events, as well as the beautification of our physical school environment. Day and evening events, such as Parent Cafe, provide information to parents about how they can support their child's learning at home. Oliveira offers many after-school activities for students which include: Band, Art, GLEE Club, Drama Club, Mad Science, Chess, Basketball, and Soccer along with a variety of other sports. In addition, technology enrichment (digital 3 D drawing, website design or, computer coding).

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	170
Grade 1	113
Grade 2	148
Grade 3	114
Grade 4	126
Grade 5	91
Grade 6	123
Total Enrollment	885

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	61.7
Filipino	4.6
Hispanic or Latino	15.7
Native Hawaiian or Pacific Islander	0.9
White	10.3
Two or More Races	3.3
Socioeconomically Disadvantaged	23.8
English Learners	24.7
Students with Disabilities	11.3
Foster Youth	0.2
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 the School	17-18	18-19	19-20
With Full Credential	41	44	37
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	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

Notes:

- "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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Oliveira Elementary originally opened its doors in 1959, and is a well-kept school campus, consistently clean and free of litter, due to the hard work of our custodians. Oliveira also works with community members, such as Niles Rotary Club, to assist with beautification projects throughout the campus. Each year, Oliveira hosts a school Make-A-Difference Day, where parents, students, teachers, staff, and community members work together to perform maintenance around the campus. Our site consists of 3 main buildings housing our office, staff room and work area, multi-use room, kitchen, and 17 classrooms. 10 permanent portables house Oliveira's science lab, library, computer room, counselor/nurses room, speech, psychologist, four general education classes, and 2 special day classrooms. Oliveira also houses 14 temporary portables (13 portables added Summer 2016, and 1 portable dated 2004) consisting of 12 classrooms, 1 restroom block and 1 book room. Oliveira Elementary also has a child care center and a co-op preschool on Fremont Unified School District property: both are rented spaces. Oliveira Elementary's latest modernization project through the district's Measure E bond was completed in the 2018-29 school year.

We continue to improve the outside environment of Oliveira Elementary with a focus on the atmosphere around campus. All of the plants are California native and drought resistant. Painted silhouettes showing students engaged in activity are painted on the front of the building, alongside our California Distinguished School Logo, eagle pride mural on the side of room 19 (2014) and in the courtyard (2017). In addition a quote encouraging Kindness was painted by a scout troop (2018). Also mural displaying our S.O.A.R. focus is displayed on the side Library wall. This was painted also by a scout troop (2018). Memory bricks by the school's flagpole add an inviting, friendly character to our campus. Students from the local High School girls soccer team assisted with putting up our three character traits on outside walls, "Make Good Decisions, Solve Problems, and Show Respect." The Niles Rotary Club built a garden for the Kindergarten playground.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/7/2019

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	70	72	77	78	50	50
Math	64	65	73	74	38	39

Notes:

- 1) 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.
- 2) 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

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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	18.5	27.2	25.0

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	462	454	98.27	72.47
Male	222	219	98.65	69.41
Female	240	235	97.92	75.32
Black or African American	13	13	100.00	38.46
American Indian or Alaska Native	--	--	--	--
Asian	270	264	97.78	85.61
Filipino	21	21	100.00	66.67
Hispanic or Latino	89	89	100.00	42.70
White	52	50	96.15	68.00
Two or More Races	16	16	100.00	75.00
Socioeconomically Disadvantaged	142	140	98.59	44.29
English Learners	193	187	96.89	70.05
Students with Disabilities	87	86	98.85	22.09
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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	462	458	99.13	65.28
Male	222	221	99.55	66.97
Female	240	237	98.75	63.71
Black or African American	13	13	100.00	30.77
American Indian or Alaska Native	--	--	--	--
Asian	270	268	99.26	83.21
Filipino	21	21	100.00	61.90
Hispanic or Latino	89	88	98.88	27.27
White	52	51	98.08	49.02
Two or More Races	16	16	100.00	62.50
Socioeconomically Disadvantaged	142	141	99.30	32.62
English Learners	193	191	98.96	65.45
Students with Disabilities	87	86	98.85	26.74
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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)

At Oliveira Elementary School, we encourage all parents to be involved in their child's education through the PTA, School Safety Committee, School Site Council (SSC), English Language Advisory Committee (ELAC). Parents are also encouraged to support teachers in a voluntary capacity which may include: preparing materials, or chaperoning at organized field trips and/or annual Sierra Outdoor Science (SOS) camp. Parents can also assist with leveling libraries, serve as campus supervisors at breakfast, noon duty, providing valued safety support before or after school, or as a room parent.

English Language Advisory Committee

Oliveira has an English Language Advisory Committee (ELAC). ELAC meetings are designed for parents of students who speak a language in addition to English but are open to all parents. The meetings serve as a vehicle for gathering parental input in programs offered to English Learners.

(ELAC contact: Mrs. Shari Chan schan@fusdk12.net)

Parent Teacher Association (PTA)

Our PTA is made up of parents and teachers, and meet monthly to discuss school projects, and events. Monthly Family Fun Nights often include Family Math Night, Movie Nights, "Trunk or Treating", Diwali celebration and more. Our PTA holds a very successful "Spring Festival", Red Ribbon Week, Reading Night which is fun for all our families and community. Our annual school-wide PTA fundraiser "Oliveira-thon" raises money to support classrooms and student programs at Oliveira.

(contact: Mrs. Rocio Keul oliveiraptapresident@gmail.com)

These and many other opportunities for parents to be involved are advertised in our monthly parent newsletter, on Konstella (Oliveira's communication app), and on Oliveira's website.

For further information please contact Oliveira Principal, Linda Anderson, at (510) 797-1135 for further details or needed support.

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

Oliveira Safety Plan

Last approved: Nov 2019

Last reviewed with faculty: Nov 2019

Last updated: Nov 2019

Oliveira's school safety plan is monitored by the Oliveira's School Site Safety Committee comprised of community members and staff.

Both the Principal and Assistant Principal, along with teachers monitor the school grounds for 15 minutes before and after school as well as at all recesses as part of their professional responsibility. Parents and community members serve as noon supervisors to monitor the children and ensure their safety during lunch and lunch recess. Administrators and teachers regularly review school rules with students for safe and responsible behavior in the classroom and on the playground. Oliveira is a PBIS (Positive Behavior Intervention and Supports) school where we practice consistent school-wide rules using a behavior system matrix. The S.O.A.R. matrix reminds our students to be Safe, On task, Act responsibly, and Respectful. Oliveira practices being a closed campus and all visitors report to the office when they enter, where they receive an Oliveira visitor sticker to wear throughout their stay and sign out on vacating the campus.

The Oliveira site safety plan makes sure all staff, students, and community members are aware of the operations in the unfortunate event of a disaster. It includes procedures for emergencies, ingress and egress routes, and inventories of emergency supplies. Additional highlights include our school goals to ensure a safe, clean, working and learning environment for the entire Oliveira community. The safety plan identifies those staff members who are part of the chain of command and their areas of responsibility. The plan is available to all staff and community members, and input is encouraged throughout the school year. There are safety training for staff on emergency preparedness at various times throughout the school year. Oliveira proudly collaborates with local law enforcement agencies to keep Oliveira a school that is safe for all students, staff, and visitors on campus. The campus houses a large secured metal shipping container, between rooms 19 and 29, where emergency supplies are housed and checked each school trimester for evidence of tampering (last updated 10/29/19). It holds a myriad of emergency supplies from water, stretches, flashlights, cones, pop-up tents, mylar blankets, medical supplies etc. In addition, each classroom houses an emergency backpack, sanitary bucket, first aid kit, and a working fire extinguisher.

Oliveira holds monthly fire drills and earthquake/disaster drills four times a year, and we hold ongoing training for staff on emergency preparedness. A morning safety squad, comprised of third, fourth, fifth and sixth-grade students and a parent volunteer who monitor the safe drop off and pick off zones, and making sure students arrive safely by ushering students away from sidewalks and onto campus grounds quickly and efficiently.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.4
Other	1.5

Note: 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	24		9		23		7		21	2	6	
1	24		5		24		6		23	1	4	
2	23		7		23		5		24		6	
3	28		4		28		5		24	1	4	
4	29		4		30		3		30		4	
5	24	1	3		25	1	4		24	1	3	
6	23	1	3		22	1	3		25	1	4	

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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	6683	542	6141	84357
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.2	-7.8
School Site/ State	-14.7	2.3

Notes:

- 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 are reported on 2018-19 report cards.