

# John Gill Elementary

555 Ave Del Ora • Redwood City, CA 94062 • (650) 482-2406 • Grades K-5

Katherine Rivera, Principal

krivera@rcsdk8.net

www.rcsdk8.net/johngill

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Redwood City School District

750 Bradford Street  
Redwood City, CA 9406  
(650) 482-2200  
www.rcsdk8.net

#### District Governing Board

Hilary Paulson, President

Maria Diaz-Slocum, Vice President

Dennis McBride, Clerk

Janet Lawson, Member

Alisa MacAvoy, Member

#### District Administration

Dr. John Baker  
**Superintendent**

Dr. Linda Montes  
**Executive Director, Educational  
Services, Grades TK-5**

Wendy Kelly  
**Executive Director, Educational  
Services, Grades 6-8**

Wael Saleh  
**Chief Business Official**

Leslie Crane  
**Director of Human Resources**

### Mission Statement

The mission of John Gill School is to provide an excellent education for ALL students in a collaborative and structured environment that is academically rigorous and joyful, setting students on the path for success in college and in life.

### School Profile

John Gill Elementary School is a neighborhood school that offers an academically rigorous curriculum and Mandarin language immersion track. John Gill Elementary School, housed in a beautiful, historic building, flourishes because its families play an active and vital role in the education of their children, monitor academic performance, work with teachers to emphasize the importance of education, and model a commitment to learning. As a neighborhood school, John Gill students see each other inside and outside the classroom, and we have supportive and engaged parents and community members who volunteer in the classrooms and support our school's thriving visual and performing arts program that truly allows each student to be a star. We now offer a Mandarin Immersion track that will provide students from around the Redwood City School District the opportunity to learn one of the world's most prevalent spoken languages while learning basic academic subjects.

With a focus on an integrated curriculum, joined with an emphasis on science and social sciences, John Gill Elementary School students gain strong academic skills and have a firm grasp of each school subject, while cultivating their creative thinking and learning skills through our enriching visual and performing arts program. Students at John Gill come to school excited each day because of our supportive and joyful learning environment where they are encouraged, through individualized instruction, to strive to do their best and to succeed. Mandarin Immersion Program students will also graduate with fluency in English and the Mandarin languages. At John Gill, we believe that strong character development is essential for preparing our students for future success. All John Gill students learn, demonstrate, and embody our school's P.R.I.D.E. values of perseverance, respect, integrity, determination and excellence. John Gill students thrive because our supportive and encouraging staff expects the best from them and facilitate a learning environment where every student can succeed and feels like they belong.

## About the SARC

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

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

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	61
Grade 1	60
Grade 2	55
Grade 3	45
Grade 4	62
Grade 5	64
<b>Total Enrollment</b>	<b>347</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0
Asian	4.3
Filipino	1.2
Hispanic or Latino	74.1
Native Hawaiian or Pacific Islander	3.2
White	12.4
Two or More Races	3.7
Socioeconomically Disadvantaged	75.5
English Learners	56.5
Students with Disabilities	16.4
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
John Gill Elementary	14-15	15-16	16-17
<b>With Full Credential</b>	17	18	14
<b>Without Full Credential</b>	1	1	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Redwood City School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	369
<b>Without Full Credential</b>	♦	♦	25
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John Gill Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0		0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	97.6	2.4
<b>High-Poverty Schools</b>	97.0	3.0
<b>Low-Poverty Schools</b>	99.5	0.5

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

All Redwood City School District students have equal access to state adopted, standards aligned textbooks and instructional materials. Funds are appropriated according to the textbook adoption cycle.

Additionally, the district is using EngageNY <http://www.engageny.org> to support English language arts instruction as we transition to the Common Core State Standards.

Pursuant to the settlement of Williams vs. the State of California, Redwood City School District thoroughly inspected each of its school sites at the start of the 2016-2017 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 the four core subject areas: English language arts, mathematics, history/social studies and science), for use in the classroom and to take home if necessary. 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 State Board of Education.

The Redwood City School District Textbook selection is done by a District, grade level and subject area committees coordinated by Executive Directors of Educational Services. The final textbook selections for grades TK-8 from the current approved State lists are then selected and the recommendation goes before the School Board for final approval.

John Gill's Mandarin Immersion Program implemented Better Chinese, LLC, Better Immersion©2013 for grades kindergarten through 2nd grade.

The chart below displays data collected during the August 2016 District Textbook Audit, in regards to student editions in use at John Gill School during the current school year (2016-17).

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin California Reading Medallion Edition ©2010, Kindergarten through 5th Grade – State Approved, Board Adopted 2009 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Pearson Scott Foresman, enVision Math ©2015, Kindergarten through 2nd grade – State Approved, Board Adopted 2014  Pearson Scott Foresman, enVision Math ©2015, 3rd through 5th grade – State Approved, Board Adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science System (FOSS) Delta Education, Inc. ©2007, Kindergarten through 5th grade – State Approved, Board Adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Macmillan / McGraw – Hill California Vistas ©2005, Kindergarten through 5th Grade – State Approved, Board Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

John Gill School was originally constructed in the 1920s and is currently comprised of 24 classrooms, one computer lab, one library, one multi-purpose room, one staff lounge, two playgrounds, two basketball courts, and a playing field. The following chart displays the results of the most recent school facilities inspection.

The school was completely modernized in 1998, and further renovated in 2000 as the result of two separate bond projects (Measures A & B). Measure A renovations were completed by November 2001 and included the renovation of two classrooms, and the addition of a new library/media center and cafeteria/multipurpose room.

Measure B projects have been completed at variable times over the past three years and have included/will include: roofing and perimeter fencing replacements; installation of energy-efficient lighting in older buildings, backstops on the playground, and a new sound system in the multi-purpose room; resurfacing of the parking lot, entrance lane, playground, lunch area, and areas between classrooms; construction of a traffic-turnaround on Avenue de Ora; replacement of window coverings; fresh painting on all buildings; and campus-wide American Disabilities Act (ADA) improvements.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 9/6/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			A2 Reading Lab: (4) Stained ceiling tiles (10) Bookcases not bolted. Not resolved from 2015.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Room 10: (5) Old cords from telephone still on the floor
<b>Electrical:</b> Electrical	X			Staff Room and Patio: (7) Light in kitchen not working (10) Bookcases are not secured
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Boys' Bathroom: (8) Lock on stall door needs adjusting MUB: Girls' bathroom- (8) toilet paper dispenser broken in #1 stall & door warped (9) Faucet needs adjusting Room 8: (9) Adjust water fountain (10) Bookcase not secured
<b>Safety:</b> Fire Safety, Hazardous Materials	X			A2 Reading Lab: (4) Stained ceiling tiles (10) Bookcases not bolted. Not resolved from 2015. ES 2: (10) Bookcase not bolted Room 12: (10) Bookcase not secured Room 17: (10) High storage, not resolved from 2015 Room 8: (9) Adjust water fountain (10) Bookcase not secured Room 9: (10) Bookcase not secured (15) Need hardware for window handle Staff Room and Patio: (7) Light in kitchen not working (10) Bookcases are not secured
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 9: (10) Bookcase not secured (15) Need hardware for window handle
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	17	23	39	43	44	48
Math	15	14	31	36	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	35	35	21	55	49	46	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	62	61	98.4	21.3
Male	37	36	97.3	27.8
Female	25	25	100.0	12.0
Hispanic or Latino	48	47	97.9	17.0
White	11	11	100.0	36.4
Socioeconomically Disadvantaged	41	40	97.6	20.0
English Learners	25	24	96.0	
Students with Disabilities	14	14	100.0	14.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	46	45	97.8	15.6
	<b>4</b>	61	61	100.0	22.9
	<b>5</b>	62	61	98.4	29.5
<b>Male</b>	<b>3</b>	26	26	100.0	11.5
	<b>4</b>	26	26	100.0	26.9
	<b>5</b>	37	36	97.3	30.6
<b>Female</b>	<b>3</b>	20	19	95.0	21.1
	<b>4</b>	35	35	100.0	20.0
	<b>5</b>	25	25	100.0	28.0
<b>Hispanic or Latino</b>	<b>3</b>	39	38	97.4	18.4
	<b>4</b>	52	52	100.0	19.2
	<b>5</b>	48	47	97.9	27.7
<b>White</b>	<b>5</b>	11	11	100.0	36.4
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	24	24	100.0	12.5
	<b>4</b>	35	35	100.0	22.9
	<b>5</b>	41	40	97.6	35.0
<b>English Learners</b>	<b>3</b>	23	22	95.7	
	<b>4</b>	22	22	100.0	
	<b>5</b>	25	24	96.0	4.2
<b>Students with Disabilities</b>	<b>4</b>	14	14	100.0	
	<b>5</b>	14	14	100.0	7.1

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	46	45	97.8	11.1
	4	61	61	100.0	18.0
	5	62	61	98.4	11.5
Male	3	26	26	100.0	11.5
	4	26	26	100.0	30.8
	5	37	36	97.3	13.9
Female	3	20	19	95.0	10.5
	4	35	35	100.0	8.6
	5	25	25	100.0	8.0
Hispanic or Latino	3	39	38	97.4	13.2
	4	52	52	100.0	13.5
	5	48	47	97.9	12.8
White	5	11	11	100.0	9.1
Socioeconomically Disadvantaged	3	24	24	100.0	12.5
	4	35	35	100.0	11.4
	5	41	40	97.6	12.5
English Learners	3	23	22	95.7	
	4	22	22	100.0	
	5	25	24	96.0	
Students with Disabilities	4	14	14	100.0	
	5	14	14	100.0	

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

We believe families are our strongest partners at John Gill.

Families play an active and vital role in the education of their children, monitor academic performance, work with teachers to emphasize the importance of education, and model a commitment to learning. The values and vision for John Gill School were developed with families and therefore parents strongly support our school program. John Gill parent leaders participate in the life of the school by attending and planning programs, volunteering services, and assisting in the process designed to enhance the aspects of the school. Parents serve on School Site Council, The English Language Advisory Committee, the Mandarin Immersion Advisory Committee and the Parent Teacher Association.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 John Gill School. To ensure student safety, supervision is provided on campus at all times. Teachers and administrators supervise students before and after school and during breaks. All visitors to the school must sign in and out at the office, wear a volunteer badge and must obtain prior authorization for classroom visits.

The School Site Safety Plan is evaluated and revised annually in the fall by administrators and staff members. Revisions to the Safety Plan are communicated to staff members annually. Key elements of the Safety Plan include: emergency, lockdown and evacuation procedures, and safety during drop-off and pick-up times.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, earthquake and lockdown drills are held regularly, and in accordance with District policies.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.7	0.9	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.2	3.6	2.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	84.6	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.7
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	17	17	1	2	2	3	2	2			
1	26	23	23				3	1	1			
2	30	27	27				3	3	3			
3	23	29	29				3	2	2			
4	30	28	28				2	3	3			
5	30	28	28				2	2	2			
Other	16	21	21	1	1	1		1	1			

### Professional Development provided for Teachers

The Redwood City School District provides a robust array of trainings for general education and special education teachers. In 2015-16, professional growth opportunities and trainings included the following topics: Next Generation Science Standards, Common Core Standards, Early Literacy trainings, Technology Integration, Digital Safety in the Classroom, Assessment development, Fitness, Social and Emotional Learning, English Language Development, preparation for the 6-8 Math Adoption and K-5 Math curriculum, and Working with Special Needs Students. Additional support offered to new teachers included participation in the two year Beginning Teacher Support and Assessment program and the Peer Assistance and Review Program for seasoned teachers.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,777	\$44,573
Mid-Range Teacher Salary	\$71,567	\$72,868
Highest Teacher Salary	\$91,036	\$92,972
Average Principal Salary (ES)	\$119,441	\$116,229
Average Principal Salary (MS)	\$119,441	\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$190,746	\$201,784
Percent of District Budget		
Teacher Salaries	34%	39%
Administrative Salaries	7%	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

#### Federal Funding:

- Title I: Basic Grants Low Income
- Title I: Migrant Education
- Special Education
- Title II: Part A Teacher Quality
- Title IV: Part B 21st Century Community Learning Centers
- Title III: Limited English Proficiency
- Medi-Cal Billing Option

#### State Funding:

- After School Education and Safety ("ASES")
- Lottery: Instructional Materials
- Targeted Instructional Improvement Block Grant
- Special Education

### DataQuest

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

### Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8768.277762	3585.04049	5183.237268	65718.42588
District	♦	♦	\$5,150	\$72,410
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			-0.8	-1.0
Percent Difference: School Site/ State			-7.7	-0.8

\* Cells with ♦ do not require data.