

James Monroe Middle School

340 West Church Avenue • Ridgecrest CA, 93555 • (760) 499-1830 • Grades 6-8

Dr. Bonny Porter, Principal

bporter@ssusd.org

www.monroe.ssusd.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusd.org

District Governing Board

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Amy Castillo Covert, Member
Timothy Johnson, Member
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Christina Giraldo
Assistant Superintendent, Business Services
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Assistant Superintendent, Curriculum and Instruction
Elaine Littleton
Executive Director of SELPA

Principal's Message

James Monroe Middle School (JMMS) has proudly served the communities of Ridgecrest, Johannesburg, and Randsburg since 1950. The mission of James Monroe is to guide students to become lifelong learners with skills, knowledge, attitudes, and virtues to benefit themselves and society in an ever-changing world. We provide sixth through eighth grade students with a dynamic, interactive curriculum based on the California Content Standards. This year, as part of our commitment to continuous school-wide improvement, we have established three areas of focus:

- 1) Use Wednesday morning PLC time effectively.
- 2) Develop and input benchmark assessments into Illuminate in the designated time frame.
- 3) Use AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies consistently.

We believe that educating students is the shared responsibility of students, staff, parents/guardians, and community members. James Monroe has a supportive PTO, which promotes extracurricular activities as well as a yearlong literacy program. Our staff welcomes parent input and communicates with parents regularly via telephone calls, student agenda planners, school newsletters, Edline, and our website.

We also believe that students thrive in our safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning. We believe that each student is a valued individual with unique needs, and that a student's self-worth is enhanced by positive relationships and mutual respect among all school stakeholders. Our cohesive staff works tirelessly for each student. Please do not hesitate to contact us if you have any questions.

Dr. Bonny Porter, Principal

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 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 at (760) 499-1830 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	172
Grade 7	157
Grade 8	149
Grade 9	4
Grade 10	2
Grade 12	1
Total Enrollment	485

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	2.1
Hispanic or Latino	28.5
Native Hawaiian or Pacific Islander	1
White	60
Two or More Races	0.4
Socioeconomically Disadvantaged	63.3
English Learners	5.8
Students with Disabilities	14.8
Foster Youth	1

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			
James Monroe Middle School	13-14	14-15	15-16
With Full Credential	23	23	23
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	3	3	3
Sierra Sands Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	211
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	16

Teacher Misassignments and Vacant Teacher Positions at this School			
James Monroe Middle School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	1	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

2014-15 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
This School	93.5	6.5
Districtwide		
All Schools	93.7	6.3
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	92.1	7.9

* 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 2015-16)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials Year and month in which data were collected: April 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Glencoe: Literature Course 1 (2010) Adopted in 2012</p> <p>Holt: Literature and Language Arts (2010) Adopted in 2012</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Go Math! Houghton Mifflin -2015 California Alg. 1: Concepts, Skills, & Problem Solving (2008) Adopted in 2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Concepts and Challenges/Science (2003) Adopted in 2007</p> <p>Holt California Science (2007) Adopted in 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 Alive! The Ancient World (2006) Adopted in 2006</p> <p>History Alive! The Medieval World and Beyond (2006) Adopted in 2006</p> <p>History Alive! The United States Through Industrialism (2006) Adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Ven conmigo! Level 1 Adopted in 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Health & Wellness Adopted in 2005</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Glencoe Middle School Art Adopted in 2007</p> <p>Silver Burdette Making Music Adopted in 2007</p> <p>Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

James Monroe was opened in 1950, and our facilities, while aging, are regularly maintained. We pride ourselves on keeping a safe, clean, and frequently improved campus. The School Site Council, in conjunction with school staff, helps prioritize facilities needs. With the passage of local bond Measure A large shade structure has been placed on a cement pad, and some projects are pending.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Many classes use the library media center for research projects. The center is staffed by a full-time library clerk and is open to students before the first-period class, during both lunch periods, and after school. We have used grant monies for library improvements. Supplemental funding is traditionally approved through our School Site Council to make further enhancements. Our library catalog system is computerized, which allows students to conduct research and check out books easily. Our library clerk also holds an annual Scholastic Book Fair to raise funds for library/media supplies.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10-23-15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				No apparent problems.
Interior: Interior Surfaces		X			VTC cracking and lifting in 1 classroom. Carpet is separating, torn, or is missing pieces in 5 classrooms. Linoleum floor lifting in one classroom. Ceiling tiles missing in gym. Work orders have been submitted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				No apparent problems.
Electrical: Electrical	X				No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				No apparent problems.
Safety: Fire Safety, Hazardous Materials	X				No apparent problems.
Structural: Structural Damage, Roofs		X			Water leaks in 10 classrooms. Sub-floor may be sinking around N wall. Work orders have been submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				No apparent problems.
Overall Rating	Exemplary	Good	Fair	Poor	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	38	50	44
Math	22	34	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	74	50	51	66	65	63	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.50	28.50	17.90

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	51
Male	58
Female	41
Black or African American	--
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	--
White	56
Two or More Races	--
Socioeconomically Disadvantaged	33
English Learners	--
Students with Disabilities	40
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	177	172	97.2	34	27	28	11
	7	160	151	94.4	38	25	25	12
	8	149	147	98.7	31	30	28	10
Male	6	177	90	50.8	40	29	23	8
	7	160	80	50.0	43	28	26	4
	8	149	81	54.4	38	23	28	10
Female	6	177	82	46.3	28	24	33	15
	7	160	71	44.4	32	23	24	21
	8	149	66	44.3	23	38	27	11
Black or African American	6	177	11	6.2	27	45	27	0
	7	160	10	6.3	--	--	--	--
	8	149	8	5.4	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	6	177	3	1.7	--	--	--	--
	8	149	1	0.7	--	--	--	--
Asian	6	177	2	1.1	--	--	--	--
	7	160	3	1.9	--	--	--	--
Filipino	6	177	3	1.7	--	--	--	--
	7	160	2	1.3	--	--	--	--
	8	149	2	1.3	--	--	--	--
Hispanic or Latino	6	177	52	29.4	42	21	25	12
	7	160	43	26.9	53	21	19	7
	8	149	44	29.5	41	32	18	9
Native Hawaiian or Pacific Islander	6	177	3	1.7	--	--	--	--
	8	149	2	1.3	--	--	--	--
White	6	177	97	54.8	32	28	30	10
	7	160	92	57.5	29	26	29	15
	8	149	89	59.7	27	29	30	12
Two or More Races	6	177	1	0.6	--	--	--	--
	7	160	1	0.6	--	--	--	--
	8	149	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	6	177	117	66.1	39	30	26	4
	7	160	94	58.8	49	27	17	7
	8	149	87	58.4	41	31	21	6
Students with Disabilities	6	177	19	10.7	79	11	11	0
	7	160	24	15.0	75	13	13	0
	8	149	15	10.1	67	27	7	0
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	177	174	98.3	41	34	16	9
	7	160	151	94.4	44	33	15	9
	8	149	146	98.0	58	23	13	5
Male	6	177	91	51.4	46	33	14	7
	7	160	80	50.0	41	38	15	6
	8	149	81	54.4	57	22	14	6
Female	6	177	83	46.9	36	35	18	11
	7	160	71	44.4	46	28	14	11
	8	149	65	43.6	60	25	12	3
Black or African American	6	177	11	6.2	45	36	18	0
	7	160	10	6.3	--	--	--	--
	8	149	8	5.4	--	--	--	--
American Indian or Alaska Native	6	177	3	1.7	--	--	--	--
	8	149	1	0.7	--	--	--	--
Asian	6	177	2	1.1	--	--	--	--
	7	160	3	1.9	--	--	--	--
Filipino	6	177	4	2.3	--	--	--	--
	7	160	2	1.3	--	--	--	--
	8	149	2	1.3	--	--	--	--
Hispanic or Latino	6	177	53	29.9	51	28	13	8
	7	160	43	26.9	58	28	9	5
	8	149	44	29.5	70	20	7	2
Native Hawaiian or Pacific Islander	6	177	3	1.7	--	--	--	--
	8	149	2	1.3	--	--	--	--
White	6	177	97	54.8	35	37	18	10
	7	160	92	57.5	38	32	20	11
	8	149	88	59.1	51	25	17	7
Two or More Races	6	177	1	0.6	--	--	--	--
	7	160	1	0.6	--	--	--	--
	8	149	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	6	177	119	67.2	52	33	12	3
	7	160	94	58.8	55	32	10	3
	8	149	86	57.7	69	23	5	2
Students with Disabilities	6	177	19	10.7	74	26	0	0
	7	160	24	15.0	67	33	0	0
	8	149	15	10.1	80	20	0	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Monroe Middle School has a group of very involved and supportive parents. Parents and students make up half of our School Site Council, which helps improve student achievement and supports school goals and activities. Our active PTO meets monthly and supports our reading program, the Valentine’s dance, a fall carnival, departmental needs, and campus beautification projects. Parents volunteer as tutors, readers, coaches, drivers, and field-trip chaperons. Many nearby businesses support our school by providing passes, coupons, and tickets to reward student achievement and positive behaviors. Our PTO president welcomes your help. To volunteer, please contact Dr. Bonny Porter in our school office at (760) 499-1830.

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

We have a closed campus and require all visitors to check in at the office. Teachers supervise students before and after school, and other staff and administrators supervise students during lunch.

We hold fire, disaster, earthquake and lock down drills several times a year, and annually we review our comprehensive School Safety Plan, which is approved by the School Site Council. Our Safety/Discipline Committee meets monthly; it develops the School Safety Plan and responds to short-term and long-term safety and discipline needs. We use progressive discipline and positive reinforcement to shape positive student behaviors and rely on a peer-mediation program to further enhance student safety. Our Words of Wisdom character-education program is in its eleventh year of operation and reinforces student expectations. Our assistant principal reviews student expectations and safety rules in our PE classes.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	22.71	20.04	11.66
Expulsions Rate	0.55	0.77	0.19
District	2012-13	2013-14	2014-15
Suspensions Rate	8.82	7.72	6.68
Expulsions Rate	0.45	0.22	0.15
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
6	27	24	30	5	9	3	17	20	12	5	4	15

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	29	22	22	1	4	4	8	10	9	2		1
Math	29	23	9	1	3	3	8	7	1	2	3	
Science	27	26	25	2	2	2	10	9	10		1	
SS	29	26	25	1	2	3	6	8	6	4	2	3

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.10
Social Worker	0.0
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist	2.0
Other	5.99
Average Number of Students per Staff Member	
Academic Counselor	494

* 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.

Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,306	\$40,379
Mid-Range Teacher Salary	\$57,563	\$62,323
Highest Teacher Salary	\$77,941	\$81,127
Average Principal Salary (ES)	\$96,621	\$99,192
Average Principal Salary (MS)	\$98,475	\$91,287
Average Principal Salary (HS)	\$110,862	\$112,088
Superintendent Salary	\$142,368	\$159,821
Percent of District Budget		
Teacher Salaries	33%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

The PTO strives to raise a minimum of \$4,000 to \$6,000 annually to support school curriculum, student planners, facilities improvements, student activities, and staff recognition. Students hold various fundraisers and typically raise \$10,000 to \$15,000 to support extra-curricular activities annually. Funding is available to support English Learners with intervention programs such as tutoring. Our School Site Council determines how money provided by the state for the School and Library Improvement Block Grant Program is spent to support students and the academic program.

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, the county, and the state. 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6706	1196	5510	58840
District	♦	♦	4935	\$59,420
State	♦	♦	\$5,348	\$65,267
Percent Difference: School Site/District			11.7	-1.0
Percent Difference: School Site/ State			17.5	-6.7

* Cells with ♦ do not require data.