



Rolling Hills Middle School

7141 Silva Valley Parkway • El Dorado Hills, CA 95762 • (916) 933-9290 • Grades 6-8

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Buckeye Union Elementary School District

1665 Blackstone Parkway
El Dorado Hills, CA 95762
(530) 677-2261
www.buckeyeusd.org

District Governing Board

Winston Pingrey
Brenda Hanson-Smith
Royce Gough
Kirk Seal
Gloria Silva

District Administration

David Roth, Ph. D.
Superintendent
Jackie McHaney
**Assistant Superintendent of
Administrative Services**
Patty Randolph
**Director of Curriculum and
Instruction**
Nicole Schraeder
Director of Student Services

School Description

Principal's Message

The middle grades are a time of great change from childhood to adolescence. It is a time when students need to feel supported by and connected to adults and to their school. As a result, Rolling Hills Middle School is focused on ensuring a rigorous academic experience while also developing the whole child.

Teachers at Rolling Hills are committed to the team or academy model of teaching in which a team of four core academic teachers (in 7th and 8th grades; 2 teachers in 6th) across various disciplines work together to establish ties with students and their curriculum. Teachers meet to plan communications and strategies for meeting each student's academic and social needs. We hold parent conferences as a team, instead of individual teacher conferences, so that we can better meet student needs and increase communication about student progress. We continue to work on improving the middle grades program based on data from our student and parent surveys.

We are proud to have a safe campus environment where students are encouraged to learn and to achieve academically. Parents and students are consistently pleased with our programs and are proud to be a Rolling Hills Bengal.

School Mission Statement

The Rolling Hills Middle School Community is focused on academic rigor, personal responsibility, and mutual respect to develop the whole child as a contributing and informed citizen.

School Vision Statement

TLC: Think, Learn, Collaborate

School Profile

Rolling Hills Middle School is a traditional calendar middle school consisting of sixth, seventh, and eighth graders located in El Dorado County, twenty miles east of Sacramento in the foothills of the Sierra Nevada Mountains. Our community is caring, connected, and vibrant, with all school partners expecting our children to pursue their highest goals.

To support our mission of inclusion of all students, we offer scholarships through our parents' club, Friends of Rolling Hills, and our Student Council that provide funding for students for field trips. We adopt local families at holiday times and we have a free or reduced lunch program.

At Rolling Hills we believe in educating the whole child to become a lifelong learner, a person who will make a difference in this world. To support our students' diversity, whether it be economic or ability level, we engage in a number of strong programs. We follow research such as Taking Center Stage Act II, analyze ongoing assessments, and constantly review the district's goals for improving student performance. Combined with staff input, we determine necessary supports and work to find a way to implement those supports within the school day. We have developed and implemented numerous strategies and programs, such as:

- -support for all levels of student abilities are supported from not yet proficient to gifted and talented students. For high achievers, we offer Algebra, Geometry, and Spanish

- -a variety of specialized academic instruction (SAI) classes, and services through our County in speech, occupational therapy, and adaptive physical education (APE) when necessary
- -reading support (Read 180) which meets the needs of students who are 2+ years below grade level in reading and also supports EL learners
- -Accelerated Reader program 4 out of 5 days per week.
- -our Connections program, which works with students who need a little more support
- -an interdisciplinary team, or academy, approach to teaching middle school students.

While we are not an ethnically diverse community, we do not ignore the importance of diversity for our staff and students. Due to our supporting data of students involved in harassment issues and teasing, one of the goals of our site is to develop sensitivity to differences. To do so, we focus on refusal skills and sensitivity to differences. We have adopted aspects of the Safe School Ambassadors' Program to reach students in various "cliques" on campus. These students, together with our counselor and Leadership teacher, will reach out to students on campus to help everyone feel accepted. We continue to have assemblies focused on anti-bullying and awareness, and Leadership students are trained as leaders on campus to take a stand against bullying.

Rolling Hills' campus was built to provide accessibility of facilities to students and others. There are ramps to all classrooms, one large stall in each restroom, and sidewalks to all areas. Our campus is situated over a hillside so our architects were especially aware of a design that allowed access to all. In our classrooms there are computer counters, sinks, and towel dispensers specially designed for wheelchair access. We have handicapped parking spaces and a special small electric cart that can transport students or others who may need assistance.

We are a community of teachers and learners and there is a spirit of camaraderie. We at Rolling Hills benefit from total community pride in our students, staff, and our school as we all support the value of graduating children who are lifelong learners and who look to make a difference.

Technological skills valued in the workplace are addressed through our Technology Plan. Grants, one-time monies, and an Intel partnership provide every teacher with at least one computer for teacher use in their classroom as well as a 2:1 classroom ratio of chromebook carts and a 1:1 ratio for Language Arts classrooms. We have interactive Promethean boards installed in every classroom. Grades are accessible to parents and teachers on-line. We also have wireless accessibility throughout the whole campus. We have updated our technology to allow students to broadcast a weekly news bulletin using green screen technology. The broadcast is shown in all of the classes on Mondays.

Our team approach to this delicate time of brain development allows a campus of over 1000 students to feel like a small community in which students can thrive academically and emotionally. We are proud to be Bengals.

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.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	10.6
Filipino	2.3
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.6
White	64.9
Two or More Races	7.6
Socioeconomically Disadvantaged	7.7
English Learners	1.5
Students with Disabilities	11.2
Foster Youth	0

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	321
Grade 7	333
Grade 8	343
Total Enrollment	997

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			
Rolling Hills Middle School	15-16	16-17	17-18
With Full Credential	44	44	43
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	1	1
Buckeye Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Rolling Hills Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Buckeye Union School District held a public hearing on September 7, 2016, and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Language Learners (ELL), are provided their own individual standards-aligned textbooks or instructional materials, or both, in core subjects as well as foreign language for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the District office prior to adoption. The table displays the most recent information collected about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Collections (6th-8th), Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math (6th-8th), Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson/Prentice Hall (6th-8th), Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI History Alive, Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Avanceemos!; Holt McDougall, Adopted in 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Buckeye Union School District is proud of the facilities that are provided for students and families. Each year parent surveys indicate that they are pleased with the condition of the schools.

Rolling Hills Middle School was originally constructed in 1998. The school resided on the Camerado Springs Middle School campus until completion. The campus is comprised of 35 permanent classrooms, one gym, one multipurpose room, one library, one staff lounge, one computer lab, one sports field, and three blacktops. Recent remodeling included renovations of the sports field and black tops. While reviewing this report, please note that even minor discrepancies are reported in the facility inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The principal works with the custodial staff of five full-time employees to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

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

Deferred Maintenance Budget

During the recent economic crisis the State suspended their matching grant obligation to District's participating in the deferred maintenance program. District's were no longer required to match local funds with the grant, and District's were no longer required to spend the grant on deferred maintenance projects. While the district is no longer matching the grant amount, the BUSD Board of Trustee's acted to keep whatever grant proceeds received dedicated to the deferred maintenance projects in the district. While the budget has been reduced by 50% the district is still operating the program to maintain its facilities.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/7/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				Repaired wall covering in Library, carpet stains, ceiling tile stains, minor issues with flooring.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				1 microwave was located too close to a sink.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				8 drinking fountains and 1 sink require adjustment.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				Roof leak in J Building repaired and mechanical room abatement completed, need to complete restoration.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	73	73	66	69	48	48
Math	70	70	61	63	36	37

* 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	353	332	94.1	92.2
Male	176	169	96.0	92.9
Female	177	163	92.1	91.4
Asian	35	34	97.1	97.1
Hispanic or Latino	41	38	92.7	81.6
White	238	224	94.1	93.8
Two or More Races	26	25	96.2	92.0
Socioeconomically Disadvantaged	23	20	87.0	80.0
Students with Disabilities	31	20	64.5	75.0

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	88	92	84	85	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.6	25.5	58.7

* 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.

**School Year 2016-17 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	"1,008"	993	98.51	73.41
Male	525	514	97.9	67.51
Female	483	479	99.17	79.75
Black or African American	19	19	100	52.63
American Indian or Alaska Native	--	--	--	--
Asian	107	106	99.07	82.08
Filipino	21	21	100	90.48
Hispanic or Latino	119	116	97.48	63.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	643	98.32	73.72
Two or More Races	80	80	100	71.25
Socioeconomically Disadvantaged	83	81	97.59	51.85
English Learners	72	71	98.61	70.42
Students with Disabilities	128	121	94.53	20.66

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 2016-17 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	1,008	995	98.71	69.65
Male	525	516	98.29	68.41
Female	483	479	99.17	70.98
Black or African American	19	19	100	52.63
American Indian or Alaska Native	--	--	--	--
Asian	107	106	99.07	84.91
Filipino	21	21	100	80.95
Hispanic or Latino	119	116	97.48	59.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	654	645	98.62	68.99
Two or More Races	80	80	100	70
Socioeconomically Disadvantaged	83	81	97.59	41.98
English Learners	72	71	98.61	71.83
Students with Disabilities	128	122	95.31	13.93

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Rolling Hills Middle School realizes the positive correlation between parent involvement and successful students. For this reason, the school continually searches for avenues to involve parents and the community to participate in the education of our students. The school greatly benefits from its supportive parents who volunteer in the classroom, work as coaches, and participate on the School Site Council and Friends of Rolling Hills. The school also benefits from several community partnerships, including working with the county library and Vision Coalition, as well as Big Brothers/Big Sisters, and Oak Ridge High School.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rolling Hills Middle School at (916) 933-9290. For more information on the Buckeye School District, contact the Superintendent, Dr. David Roth, or the Assistant Superintendent, Jackie McHaney, at (530) 677-2261 or (916) 985-2183.

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 school provides a safe, clean environment for students, staff, and volunteers. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, intruder, evacuation, and disaster drills are held regularly throughout the year. Our Emergency Operations Plan lays out structured levels of potential responses to any sort of emergency, and follows the nationally-recognized Incident Command System (ICS). The Emergency Operations Plan was reviewed by the School Safety Committee and Site Council at the September 2016 Site Council meeting. This sort of expansive emergency response system offers a high level of security for students, staff, and volunteers.

The School Site Safety Plan was last reviewed and updated in November 2017 by the School Safety Committee and Site Council. Besides the more obvious elements of physical safety regarding emergencies (discussed in the paragraph above), the school is also proactive in creating a safe and comfortable learning environment for all students and staff. We engage in monthly campus-wide character education assemblies, exercises, activities, and/or lessons for which our motto is Walk a Mile in Someone Else's Shoes; we carefully assess annual school culture and climate surveys; we foster a very active student council group; and we offer SEL and academic support for all students.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	1.4	2.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.2	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.6
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	1000

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	29	29	30	3	3	3	7	7	7	13	13	13
Mathematics	16	16	14	5	5	6	2	2	1			
Science	33	33	34				5	5	2	15	15	18
Social Science	33	33	34				6	6	3	14	14	17

* 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.

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the District and individual school sites to administrators, teachers, and classified staff. The District offers three staff development days annually, where staff members are offered growth opportunities in curriculum, teaching strategies, and methodologies.

The 2016-2017 staff development focus included: Common Core State Standards in mathematics and English language arts, differentiated Instruction to meet the needs of a variety of learners in the classroom, use of technology in the classroom, and review of data related to state and District level assessments.

Staff is offered support through the Peer Assistance Review (PAR) program and new educators can find mentors through the Beginning Teacher Support Association (BTSA).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,321	\$47,034
Mid-Range Teacher Salary	\$66,945	\$73,126
Highest Teacher Salary	\$89,720	\$91,838
Average Principal Salary (ES)	\$112,285	\$116,119
Average Principal Salary (MS)	\$119,207	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$158,227	\$178,388
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	6%	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

In addition to general state funding, Buckeye Union School District receives state and federal funding for the following categorical funds and other support programs:

- Special Education
- Title I
- Title II
- Title III
- Home to School Transportation
- Lottery

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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,204	\$1,084	\$7,120	\$70,981
District	♦	♦	\$7,232	\$70,981
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-1.5	0.0
Percent Difference: School Site/ State			8.3	-4.3

* Cells with ♦ do not require data.