



# Thompson Middle School

24040 Hayes Way • Murrieta, CA 92562 • (951) 696-1410 • Grades 6-8

John Fox, Principal

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



### Murrieta Valley Unified School District

41870 McAlby Ct.  
Murrieta, CA 92562  
(951) 696-1600  
[www.murrieta.k12.ca.us](http://www.murrieta.k12.ca.us)

#### District Governing Board

Ken Dickson  
Robin Crist  
Paul Diffley  
Barbara Muir  
Kris Thomasian

#### District Administration

Patrick Kelley  
Superintendent

### School Description

Thompson Middle School is a California Gold Ribbon School and a two-time California Distinguished School that serves students in grades six through eight. Our mission is to Inspire Everyone to Think, Learn, Create, and Care (TLC2). The curriculum focuses on the core areas of language arts, math, social studies, and science and is closely aligned with California Content Standards. Regular, advanced, and intervention classes in the core subjects are offered to improve basic skills and these classes are augmented by physical fitness and exploratory courses. All courses are designed to improve our students' opportunities for success in high school and beyond.

We want to develop each student's skills to meet life's challenges with perseverance, respect, integrity, dedication, and excellence.

John Fox, Principal

### Highlights & Achievements:

- Thompson was recognized as a 2015 California Gold Ribbon School for embracing rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate.
- In the third year of the California Assessment of Student Performance and Progress (CASSPP) assessments 60% of students in grades 6 – 8 met or exceeded standards in English Language arts, and 49% of students in grades 6 – 8 met or exceeded standards in Math.
- Our Band and Choir programs are the largest middle school programs in the county and they have won the highest awards possible for middle school choirs and bands.
- Our Robotics Team qualified to compete at the State Championships last year.
- We offer intramural athletic competitions in several sports which help motivate students and create a high level of school spirit.

## 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 Grade Level	
Grade Level	Number of Students
Grade 6	567
Grade 7	527
Grade 8	577
<b>Total Enrollment</b>	<b>1,671</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	1.9
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.7
White	54.1
Two or More Races	4.8
Socioeconomically Disadvantaged	24.5
English Learners	4.8
Students with Disabilities	10.8
Foster Youth	0.2

## 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			
Thompson Middle School	15-16	16-17	17-18
<b>With Full Credential</b>	59	62	63
<b>Without Full Credential</b>	2	1	0
<b>Teaching Outside Subject Area of Competence</b>	3	2	0
Murrieta Valley Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Thompson Middle School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	1	0
<b>Total Teacher Misassignments</b>	6	6	6
<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.

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

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students and reviewed by administrators, teachers and parents before being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Literature {Ca} Timeless Voices, Timeless Themes Copper Level (Prentice Hall) Grade 6 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Bronze Level (Prentice Hall) Grade 7 Adopted 2002 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2002 READ 180 Level B (Scholastic) Grades 6-8 Adopted 2006 System 44 (Scholastic) Grades 6-8 Adopted 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 Algebra 1 {Ca} (Pearson) Adopted 2008 Advanced Mathematics I (mathematics vision project) Adopted 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} Pearson Grade 8 Adopted 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	En Espanol 1 (McDougal Littell) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Essential Elements for Guitar Guitar 1 and 2 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

Thompson Middle School opened in 1994 and moved to their current site in 1996. The school has 54 classrooms, a multipurpose room, five science labs, boys’ and girls’ locker rooms, a gymnasium and sports fields. In addition, the school has a library, six full-sized computer labs, four computer minilabs, student computers in every classroom, cafeteria, administrative offices, and staff lounge.

The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff maintains landscaping on a regular weekly schedule. Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work-order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 20,2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
<b>Interior:</b> Interior Surfaces	X			No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
<b>Electrical:</b> Electrical	X			No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
<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

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	60	57	61	61	48	48
Math	46	45	46	46	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.

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	87	84	71	66	56	54

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	12.2	28.2	47.6

\* 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	578	550	95.2	83.8
Male	305	289	94.8	81.0
Female	273	261	95.6	87.0
Black or African American	21	20	95.2	80.0
Asian	22	22	100.0	95.5
Hispanic or Latino	190	181	95.3	77.4
White	308	291	94.5	87.3
Two or More Races	20	19	95.0	79.0
Socioeconomically Disadvantaged	163	153	93.9	75.2
English Learners	18	18	100.0	27.8
Students with Disabilities	62	55	88.7	47.3

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1,694	1,676	98.94	57.37
<b>Male</b>	875	869	99.31	49.88
<b>Female</b>	819	807	98.53	65.43
<b>Black or African American</b>	46	46	100	43.48
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	52	52	100	65.38
<b>Filipino</b>	32	32	100	71.88
<b>Hispanic or Latino</b>	551	542	98.37	48.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	906	897	99.01	61.83
<b>Two or More Races</b>	90	90	100	60
<b>Socioeconomically Disadvantaged</b>	412	411	99.76	44.04
<b>English Learners</b>	126	124	98.41	32.26
<b>Students with Disabilities</b>	192	188	97.92	13.9
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1,694	1,674	98.82	45.49
Male	875	869	99.31	44.7
Female	819	805	98.29	46.34
Black or African American	46	46	100	34.78
American Indian or Alaska Native	--	--	--	--
Asian	52	52	100	65.38
Filipino	32	32	100	56.25
Hispanic or Latino	551	542	98.37	35.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	906	895	98.79	50.22
Two or More Races	90	90	100	44.44
Socioeconomically Disadvantaged	412	410	99.51	34.23
English Learners	126	124	98.41	29.03
Students with Disabilities	192	187	97.4	9.63
Foster Youth	--	--	--	--

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)

Parents are welcome at school and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, parent-teacher conferences in October, and Open House in the spring. Parent and community involvement is encouraged through our Parent-Teacher-Student Association (PTSA), and our School Site Council (SSC). The PTSA is actively involved in Red Ribbon Week, Bingo Night, Reflections Fine Arts competition, assemblies, book fairs, and activities to enhance school and community spirit, as well as reward and incentive programs. The SSC includes six parents, seven staff members, and the principal, who review programs to enhance instruction. Our counselors hold regular Coffee with the Counselors meetings for parents throughout the year to educate parents about the particular challenges middle school students face.

The contact person for parent involvement is Assistant Principal Kerry Cody who can be reached at (951) 696-1410.

#### 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

School safety is a high priority at our school. Campus supervisors, administrators, counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in the event of an emergency. The district holds monthly safety meetings and our School Site Council works on our safety plan throughout the year. Our school has adopted a comprehensive School Safety Plan which we last reviewed in September, 2017. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. The cameras help administrators deal with discipline issues and they help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Thompson is a closed campus that is fully fenced, and campus supervisors monitor all visitors and volunteers who enter the campus parking lot. Visitors must then go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Trained canines provide unannounced canine searches of the campus and parking lot for drugs and alcohol. Emergency evacuation drills are conducted regularly throughout the school year. In addition, the school has an Emergency and Disaster Preparedness Plan that specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the NIMS emergency system.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.1	3.6	3.0
Expulsions Rate	0.1	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
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		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
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	3.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	565

\* 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	26	25	24	13	12	17	26	30	23	8	8	10
Mathematics	26	25	26	5	12	13	34	33	29	5	5	4
Science	30	26	28	1	7	4	36	32	32	1	4	3
Social Science	30	28	28	2	5	3	27	24	23	7	9	10

\* 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

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2016 – 2017 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	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

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

## 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	6133	1106	5027	90665
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-25.6	6.2
Percent Difference: School Site/ State			-23.5	14.4

\* Cells with ♦ do not require data.