



# Teague Elementary School

4725 N. Polk Ave. • Fresno, CA 93722 • (559) 276-5260 • Grades K-6

Diego Moreno, Principal

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Central Unified School District

4605 North Polk Ave.

Fresno, CA 93722

(559) 274-4700

[www.centralunified.org](http://www.centralunified.org)

### District Governing Board

Mr. Jason R. Paul, Area 1

Mr. Yesenia Z. Carrillo, Area 2

Mr. Phillip Cervantes, Area 3

Mr. Richard Atkins, Area 4

Mr. Richard A. Solis, Area 5

Mrs. Terry Cox, Area 6

Mr. Naindeep Singh Chann, Area 7

### District Administration

Andrew G. Alvarado

**Superintendent**

Mr. Kelly Porterfield

**Assistant Superintendent, Chief  
Business Officer**

Mrs. Ketti Davis

**Assistant Superintendent,  
Educational Services**

Mr. Jack Kelejjan

**Assistant Superintendent, Human  
Resources**

Mrs. Andrea Valadez

**Administrator, Special Education &  
Support Service**

Mr. Paul Birrell

**Director, 7-12 & Adult Education**

Dr. Tami Boatright

**Director, K-8 Education**

### School Description

Every student will engage in rigorous, relevant, standards-based instruction in every classroom every day to ensure student learning. Every student at Teague will show PRIDE by; being Proud, showing Respect, having Integrity, being Determined, and showing Empathy.

Teague strives to build a healthy, positive, and engaging learning environment for all students. Through the Guiding Principles, Teague makes sure every student will learn in every classroom, every day. The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. One of 15 elementary schools in the Central Unified School District, we are on the western border of the city of Fresno and serves the neighborhood of Highway City. Teague Elementary is considered by the city of Fresno to be urban fringe area. Teague Elementary School serves 713 Transitional Kindergarten through sixth grade students on a traditional schedule. Teague Elementary School also houses a state preschool program and shares space with a county special education program. Teague celebrates and honors our ethnically and economically diverse community.

Teague staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours honing their professional skills and collaborating and planning in grade level teams, curriculum teams, Professional Learning Communities (PLCs) and with administration. The staff attends a wide variety of professional development offerings provided at the school as well as district wide trainings at the district office. Many teachers also pursue advanced level university degrees. Teague Elementary School's goals are based on the Elementary and Secondary Education Act, common core standards and Central Unified's Guiding Principles.

Teague is dedicated to increasing and accelerating the learning of our English Learners (EL) with quality instruction and Intervention programs. With highly effective and researched based teaching strategies, Teague EL students continue to get the instruction needed to become proficient in the English language. Teague will plan to use the ELPAC test to determine language fluency levels and progress for our significant EL population. This year, teachers will be utilizing dedicated classroom time to work with identified EL students utilizing appropriate curriculum to address the specific needs of EL students. Teague will also have the support of the English Learner's Group to support and coach our school site in EL instruction.

Teague Elementary has a Reading Intervention Program that has been rebuilt to accommodate a three-tier program. Tier one of the program provides the opportunity for certificated teachers to support the reading instruction for students in the classroom by providing core instruction to all students. Tier two is based on F&P scores where students are identified for reading intervention. Students are grouped for further reading intervention support. Students two years below grade level receive instruction in a small group setting based on their needs. Support is provided through our site literacy team that provides three reading teachers. Each team will push in to a classrooms and support the tier two students. Students identified more than two years below reading levels will then be in tier three where students are pulled out into intensive groups of no more than 5 students at a time. Students will receive specialized instruction in reading and literacy skill development. In addition, tutorials (before and after school) as well as Saturday school enrichment time will also be provided to students to give additional time for students to grow academically.

This year Teague teachers are implementing more and more technology based learning tools to students in classrooms every day to close the experience gap many of our students face, as well as enhance learning for all.

### About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	92
Grade 2	96
Grade 3	90
Grade 4	127
Grade 5	109
Grade 6	107
<b>Total Enrollment</b>	<b>713</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	0.7
Asian	8.7
Filipino	0.4
Hispanic or Latino	67.6
Native Hawaiian or Pacific Islander	0.4
White	7.0
Socioeconomically Disadvantaged	90.5
English Learners	15.0
Students with Disabilities	8.8
Foster Youth	1.7

### 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			
Teague Elementary School	16-17	17-18	18-19
<b>With Full Credential</b>	26	28	34
<b>Without Full Credential</b>	1	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Central Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	727
<b>Without Full Credential</b>	♦	♦	20
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Teague Elementary School	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "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 2018-19)

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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

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

Teague sits on 17 acres and 72,438 square feet. It contains 39 classrooms at 37,061 sq ft, and 14 restrooms at 1,920 sq ft. The oldest main building was built in 1938. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', a work order has been created and maintenance will be done before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised. At Teague Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, missing pencil cover, torn carpet), cleanliness (boy's restroom, peeling paint), electrical (conduit missing cap, missing vent covers), safety (loose toilet, broken faucet). The overall rating for this school is 'fair'.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 3/26/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	20.0	24.0	40.0	44.0	48.0	50.0
Math	15.0	18.0	28.0	31.0	37.0	38.0

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.8	29.7	24.8

\* 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 2017-18 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>	412	405	98.30	24.07
<b>Male</b>	202	199	98.51	21.83
<b>Female</b>	210	206	98.10	26.21
<b>Black or African American</b>	56	56	100.00	16.07
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	31	30	96.77	23.33
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	288	282	97.92	25.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	25	25	100.00	28.00
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	378	371	98.15	23.31
<b>English Learners</b>	110	108	98.18	21.50
<b>Students with Disabilities</b>	38	37	97.37	2.70
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	15	15	100.00	40.00

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 2017-18 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	413	403	97.58	17.66
Male	202	197	97.52	19.39
Female	211	206	97.63	16.02
Black or African American	56	56	100	10.71
American Indian or Alaska Native	--	--	--	--
Asian	31	30	96.77	13.33
Filipino	--	--	--	--
Hispanic or Latino	289	283	97.92	18.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	20.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	379	369	97.36	16.85
English Learners	110	108	98.18	17.59
Students with Disabilities	38	37	97.37	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	15	15	100	20

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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Teague parents have many opportunities to be a part of the programs here at Teague. Parents are invited daily to help in the classroom, after school with traffic control, and during school at recess to name just a few for daily interaction. Parents can also be involved with Parent Faculty Club (PFC), School Site Council, ELAC, and Superintendent's Advisory Committee. Translation and interpretation services are provided.

Parents can take advantage of family literacy nights here at Teague. A certificated art teacher plans lessons for families. The lessons are designed to teach parents and students how to engage in art and improve their artistic abilities. Parents and students take all created materials home.

Parents also have the opportunity to take parenting classes here at Teague with childcare provided. The first set of classes offered in 2018-2019 are English Classes for parents. Parent education classes are supported and facilitated by the Education and Leadership Foundation group.

Contact Person Name: Diego Moreno

Contact Person Phone Number: (559) 276-5260

#### 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

Teague Elementary School ensures students safety at school. The information provided by our Annual School Safety Survey helps assess our safety practices and adjust as necessary. Supervision is provided from 7:30 am when the campus opens and concludes at 6:00 pm when the campus closes. During recess or unstructured play times, adult supervision is scheduled and provided at all times. The site administrator is also on duty with certificated and classified staff. Campus entrance points are monitored and gated. All visitors check in at the office and receive a badge to designate to all site staff the person has registered in the office. The campus phone system has a direct link to the office from each room. Each room can make phone calls to outside numbers as well. A campus speaker system is immediately available to provide directions and emergency announcements from several key points on campus. Also, Teague has a set of two-way radios that used for communication between staff at all times. Fire Drill, Lockdown, Evacuation Drills and Drop Drills are practiced each month to ensure safety in the event of an actual emergency. Surveillance cameras add another layer of protection to supervision and security, Teague currently has a total of 18 security cameras.

Components of Teague's Site Emergency Response Plan include: management, planning, first aid, food/water/supplies, traffic, public information, search and accountability, student assembly/shelter and release, grounds and maintenance, bilingual translators. The Site Emergency Response Plan can be accessed in the front office upon request. The Site Emergency Response Plan was approved by the school site council president on October 10, 2018. The Site Emergency Response Plan was reviewed by the staff on August 13, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	13.2	6.5	7.9
Expulsions Rate	0.0	0.4	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.40
Social Worker	0.11
Nurse	0.60
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.00
Other	1.00
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	22	18	1	1	5	3	4				
1	23	24	23				4	4	4			
2	25	25	24				4	4	4			
3	20	28	22	1			4	4	4			
4	35	31	31					3	4	3		
5	31	29	35				3	4				3
6	30	28	29	1	1	1				3	3	3

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

The primary focus of Professional Development (PD) is the implementation of Guided Reading groups school-wide. Our lack of student achievement levels in reading in Fountas and Pinnell along with low English Language Arts SBAC results directed us to focus on reading. Our secondary focus is the improvement of math instruction also determined by the lack of achievement on SBAC tests by Teague Elementary students.

Teachers are also provided professional development at the district level through district-wide grade level collaboratives in which there are opportunities for collaboration on topics such as common assessments, instructional pedagogy, differentiation, technology, professional learning communities, and unit planning. Teachers are supported with substitutes if PD is during the day. Most PD occurs on Wednesdays during principal days. Teachers are also provided with subs to meet with the principal for goal setting meetings and data review meetings. All teaching staff attends English Language Development training. For the 2018/19 school year, each grade level had multiple half day trainings in order to implement guided reading groups in the classroom. These half-day trainings allowed teachers to only miss half of the instructional day while allowing them to gain the tools needed to move forward with guided reading.

Ongoing support is provided by the instructional coach. The principal, GIA, and academic coach observe and provide feedback on student progress.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

\* 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

Teague is committing the majority of our funds to directly support student learning. The main focus in 2018-2019 being student achievement in reading as measured by Fountas and Pinnell data for TK /K through second grade and ELA SBAC data for third through sixth graders. We are extending students' learning opportunities by providing both strategic and intensive intervention for students at all grade levels. In addition to direct student support, we are also investing in our teachers by increasing their capacity through professional development. The result of improved instruction is improved learning. Please see the budget in Teague's SPSA to get a specific breakdown of spending.

### DataQuest

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

### Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,016.02	\$184.77	\$4,831.25	\$65,322.85
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-62.4	-6.7
Percent Difference: School Site/ State			-82.0	-19.8

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.