



# Placerita Junior High School

25015 N. Newhall Ave. • Newhall, CA 91321 • (661) 259-1551 • Grades 7-8

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



### William S. Hart Union High School District

21380 Centre Pointe Parkway  
Santa Clarita, CA 91350  
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#### District Governing Board

Bob Jensen  
Joe Messina  
Dr. Cherise Moore  
Steven M. Sturgeon  
Linda Storli  
Brennan Book, Student Board  
Member

#### District Administration

Vicki Engbrecht  
**Superintendent**  
Dr. Michael Vierra  
**Assistant Superintendent, Human  
Resources**  
Mike Kuhlman  
**Deputy Superintendent,  
Educational Services**

#### Principal's Message:

Placerita Junior High School has a rich tradition of student achievement in academics and co-curricular activities that prepare students for additional experiences and career paths in high school, college, and beyond. With "Pride in Excellence" as Placerita's motto, our entire faculty is dedicated to serving all our students, recognizing the unique characteristics of early adolescents. In a safe, caring, and healthy environment, we prepare students with academic, intellectual, social, emotional, and physical skills to help them become positive, productive, capable citizens.

Students at Placerita are supported by highly qualified, caring, and devoted teachers and staff who are focused on helping every student succeed. We all have the same goal - student learning. And we are committed to working together to ensure our students are challenged, motivated, encouraged, and involved as much as possible. Our focus on creating department and school-wide goals to improve our curriculum and better teach the Common Core State Standards and Next Generation Science Standards has raised the level of academic performance for all students. We offer specialized instruction for students with learning disabilities, and English Language Development to English learners. We encourage the academic growth of both gifted learners and students who struggle academically through opportunities that meet their specific needs. We provide outstanding exploratory and elective classes, and have multiple award-winning performing arts groups. Our video production, robotics program, and math teams compete nationwide annually, earning awards and recognition for student talent and innovation. We have clubs and activities for all levels of interest and ability, and encourage all students to get involved in something to address their individual talents. Junior High is the perfect time for students to examine, explore, and experiment with new pursuits that might one day become life-long passions.

We recognize that parent support and involvement comes in many forms, to varying degrees, and is crucial for continued student success. Through a wide variety of student programs, parents have the opportunity to assist our school in promoting achievement for all students. We encourage parents to participate by directly supporting and helping run our student activities, performing arts events, athletic events, intramural activities, Parent Advisory Council, School Site Council, Parent Patrol, English Learner Advisory Committee, book fairs, or any of the many other volunteer opportunities at Placerita.

John Turner, 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 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
Grade 7	541
Grade 8	550
<b>Total Enrollment</b>	<b>1,091</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	2.1
Filipino	2.7
Hispanic or Latino	56.0
Native Hawaiian or Pacific Islander	0.0
White	34.2
Socioeconomically Disadvantaged	47.7
English Learners	16.1
Students with Disabilities	15.8
Foster Youth	0.3

## 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			
Placerita Junior High School	16-17	17-18	18-19
With Full Credential	44	45.4	44.4
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
William S. Hart Union High School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Placerita Junior High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Grade 7 - Collections - Houghton Mifflin Adopted 2016  Grade 8 - Collections - Houghton Mifflin 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>Mathematics</b>	Math 7 - Carnegie Math Course 2 - Carnegie Learning Adopted 2018  Math 7 Accelerated - Glencoe Math Accelerated - Glencoe McGraw-Hill Adopted 2014  Math 8 - Carnegie Math Course 3 - Carnegie Learning Adopted 2018  Algebra - Hart Interactive 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>	Grade 7 - Focus on Life Science - Prentice Hall Adopted 2006  Grade 8 - Focus on Physical Science - Prentice Hall 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>History-Social Science</b>	Grade 7 - Medieval and Early Modern Times - Prentice Hall Adopted 2006  Grade 8 - America: History of our Nation - Prentice Hall 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>	Grade 8 - Spanish 1 – Descubre’ 1 – Vista Higher Learning Adopted 2015 <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 <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

Placerita Junior High enjoys the distinction of being the oldest junior high school in the Hart District having celebrated its 50th anniversary in 2011. During the 2008–2009 school year, Placerita underwent a multimillion-dollar modernization project that included improvements to science and elective classrooms, the library, the gymnasium, locker rooms, and the administration building. The entire campus saw improvements in safety equipment, electrical, data and sewage lines. In addition to the modernization efforts, we have given considerable attention to maintenance issues and day-to-day cleaning to ensure that the campus remains clean, neat and well-maintained. A survey of all parents conducted during the 2011–2012 school year indicated that 99 percent of respondents felt the campus is neat, clean, and well maintained.

Phase two of our modernization project, the complete renovation of our outdoor track and field areas, was completed in the end of 2012. Since January of 2013, physical education classes began utilizing three new grassy fields for outdoor sports, an improved professional-length track, and a long jump area for track and field events.

Each and every campus within the Wm. S Hart High School District is maintained by an on-site facility person on a daily basis. All deficiencies are reported electronically directly to District Maintenance and are corrected in an expeditious manner. As of 11/30/18 there are 74 work requests in progress.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/9/18		
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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Tech area very cluttered with cardboard, possible fire concern
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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	65.0	65.0	68.0	69.0	48.0	50.0
Math	46.0	47.0	48.0	50.0	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
7	17.3	22.2	40.4

\* 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				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1089	1077	98.90	65.00
Male	574	569	99.13	56.59
Female	515	508	98.64	74.41
Black or African American	12	12	100.00	66.67
Asian	22	22	100.00	95.45
Filipino	27	27	100.00	81.48
Hispanic or Latino	610	607	99.51	51.73
White	371	363	97.84	82.09
Two or More Races	47	46	97.87	80.43
Socioeconomically Disadvantaged	503	497	98.81	46.08
English Learners	380	377	99.21	39.52
Students with Disabilities	179	175	97.77	28.57
Foster Youth	--	--	--	--

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	1,089	1,075	98.71	47.44
Male	574	568	98.95	43.66
Female	515	507	98.45	51.68
Black or African American	12	12	100	58.33
Asian	22	22	100	90.91
Filipino	27	27	100	66.67
Hispanic or Latino	610	606	99.34	32.01
White	371	362	97.57	66.57
Two or More Races	47	46	97.87	65.22
Socioeconomically Disadvantaged	503	496	98.61	29.03
English Learners	380	376	98.95	24.47
Students with Disabilities	179	174	97.21	17.24
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 school site

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

We encourage parents to participate as partners at Placerita. Our Parent Advisory Council is very active, holding quarterly meetings and supporting school-wide events. Our Parent Patrol offers parents the opportunity to assist in the supervision of students during both brunch and lunch. Parents are included on our School Site Council, Parent Advisory Council, English Learner Advisory Committee, District Advisory Council, Parent Communications Council, and in various other groups including music, dance, robotics, video production, athletics, show choir, and other clubs. Parents of English Learners attend quarterly parent information meetings, and serve on the District English Learners Advisory Committee. Parent presentations are available in both English and Spanish. Parents run stations in our bi-annual book fairs, vision and hearing screenings, summer registration process, and student activities. A parent newsletter publication, compiled and edited by a parent volunteer every year, is distributed quarterly and provides valuable information on school events and suggested ways to support a child's education and healthy growth.

**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 Site Council updates, reviews, and edits the school safety plan annually. Our custodians and groundskeeper monitor safety conditions on our campus daily and report any unsafe conditions to district maintenance for proper repair and additional appropriate measures.

Staff members supervise hallways before and after school. Administrators additionally monitor students at brunch, lunch, and after school on campus, on surrounding sidewalks, and in crosswalks. Four campus supervisors secure the campus throughout the entire school day. Parent Patrol volunteers provide additional supervision at brunch and lunch.

All staff are trained annually in disaster preparedness, crisis management, and lock-down procedures. We hold school-wide emergency drills each quarter, educating students and staff on proper protocols and preparation in the event of an earthquake, fire, natural disaster, dangerous intruder, or other emergency scenario.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	2.9	3.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.3	1.5	1.6
Expulsions Rate	0.1	0.0	0.1
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	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	.5
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	360

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	27.0	25.0	14	12	15	6	16	13	22	16	18
Mathematics	25.0	36.0	25.0	2	1	10		2	25	2	4	9
Science	31.0	30.0	28.0	6	5	7	2	7	7	26	24	25
Social Science	32.0	29.0	28.0	4	6	7		15	12	28	16	20

\* 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**

District-wide Professional Development for the 2016-17, 2017-18 and 2018-19 school years focuses on the implementation of the Common Core State Standards, the California ELA / ELD Framework, and the California History-Social Sciences Framework. Beyond simply understanding of the standards, English, Math, Science, and Social Studies content teams are developing resources, refining curriculum guides, and designing rigorous units supported by Teachers on Special Assignment and Curriculum Specialists. Instructional Coaches support all teachers as they teach literacy across the curriculum, differentiate instruction, develop best practices for student engagement, and implement strategies for increasing student achievement. Annually, teachers participate in Lesson Study as a means of systematically examining successful teaching strategies to increase student learning, and improve effective methods of instruction. Teachers also focus on ways to apply the Common Core Anchor Standards which identify reading, writing, listening and speaking skills that students utilize across all content areas in all grade levels, and how to increase critical thinking through depth of knowledge. All teachers participate in site and district level professional development centered around strengthening and supporting core instruction of subject-specific content and common literacy practices. After school workshops are available for teachers to attend on a myriad of additional contemporary topics related to student engagement, positive school culture, instructional and assessment strategies, wellness, and curriculum mapping. School site PD teams are responsible for providing personalized professional development - meeting the needs of teachers individually and collectively, supporting the school site goals and plans. PD teams also provide professional learning opportunities to teachers on PD days and minimum days, during site-based collaboration time, and at staff meetings according to their annual PD plan. All teachers are also provided with mobile technology to support and enhance instruction and increase the effective use of technology in the classroom.

Professional Development at Placerita specifically focuses on the continued implementation of the Common Core State Standards, Differentiated Instruction, and the use of Technology for increased student achievement. Teachers collaborate regularly on selecting best practices for teaching the standards, developing lessons, researching proven strategies, and utilizing in-depth lesson studies in each department. Academic departments have developed pacing guides, curricular units, and common assessments. All teachers have a common prep period daily with their departments. An Instructional Coach assists all teachers across all departments during lesson studies, and to support curricular and instructional needs throughout the school year. Teachers also work with the district TOSAs (Teachers on Special Assignment) in English, Math, Science, and English Language Development. Coaches and TOSAs work one-on-one with teachers as requested and needed, as well as with entire departments for writing NGSS lessons and including Literacy and Math Practice Standards in all departments. New teachers are assisted weekly by PAR (Peer Assistance and Review) Consulting Teachers and Induction Mentors.

As a result of analyzing school-wide student achievement results on the 2018 CAASPP scores, school-wide goals are written to address areas of growth in English Language proficiency, and application of Math skills. Differentiated Instruction has become a school-wide focus for increased student achievement in these areas, as well as research-based assessment methods which provide evidence of student mastery of academic content standards.

Math and Science departments have attended summer training provided by the district focusing on teaching the new mathematics curriculum through newly adopted textbooks, and the Next Generation Science Standards through district-developed curriculum. Several teacher leaders attend conferences annually based on need and availability of funds at the time. Most recently, teachers, administrators, and counselors have attended conferences on Differentiated Instruction, Technology in Education, Bridges out of Poverty, Capturing Kids' Hearts, Counseling Standards, English Language Learners, Math, and Science.



FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,400	\$50,747
Mid-Range Teacher Salary	\$73,675	\$86,127
Highest Teacher Salary	\$95,863	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$129,725	\$136,636
Average Principal Salary (HS)	\$143,879	\$150,286
Superintendent Salary	\$244,088	\$238,058
Percent of District Budget		
Teacher Salaries	35.0	34.0
Administrative Salaries	5.0	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

Staffing Costs, Textbooks, Materials, Supplies, and Facility/Operating Expenses are funded out of the district's general budget as described in the Local Control Accountability Plan (LCAP). Additional programs and services to support students are funded through State supplemental funds for parallel support intervention classes, after-school intervention time, increased parent engagement, bilingual instructional assistance, translating for family participation, and professional development for staff in intentional teaching practices to increase student learning. Federal categorical funds are used to provide additional support for English Learners, Homeless students, Foster Youth, Students with Disabilities, and counseling services focused on overall student wellness.

### 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	\$10,322	\$1,975	\$8,347	\$81,558
District	◆	◆	\$7,734	\$78,175
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			7.6	4.2
Percent Difference: School Site/ State			15.8	-5.1

\* 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.