



# Fairview Elementary School

425 East Fairview Rd. • Bakersfield, CA 93307-5322 • 661.837.6050 • Grades K-5

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<https://fairview.gfusd.net/>

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



### Greenfield Union School District

1624 Fairview Rd.  
Bakersfield, CA 93307  
(661) 837-6000  
<https://www.gfusd.net/>

#### District Governing Board

Mike Shaw  
Dr. Ricardo Herrera  
Melinda Long  
Richard Saldana  
Kyle Wylie

#### District Administration

Ramon Hendrix  
**Superintendent**  
Sarah Dawson  
**Assistant Superintendent  
Curriculum**  
Lucas Hogue  
**Assistant Superintendent  
Personnel**  
Rebecca Thomas/TBD  
**Assistant Superintendent  
Business**

### School Description

Fairview Elementary School was built in 1952. Located at the southern edge of Kern County, Fairview is one of twelve schools in the Greenfield Union School District. Fairview is a Title I school with a diverse population and a strong Response to Intervention (RTI) Program providing additional support to student learning. In addition, the Fairview staff uses the Positive Behavioral Interventions & Supports to help students remain focused on learning while they continue to refine their responsible behaviors. Fairview has a library where students, parents, and staff members check-out books and resources as needed. In an effort to keep up with the 21st century learning skills, Fairview has smartboards, chromebooks, and document cameras in every classroom and all teachers include technology use by all students as part of their daily instruction and learning. Overall, the Fairview Elementary staff along with parent and community support are dedicated to help all students become successful and reach their full learning potential.

Our Mission Statement: Fairview opens windows to the world.

The Fairview Community provides all students with access to grade level standards so that they achieve a high level of learning and become productive members of society. We are committed to ensuring that all are safe, respected, connected, and supported.

## 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	101
Grade 1	75
Grade 2	88
Grade 3	70
Grade 4	73
Grade 5	68
<b>Total Enrollment</b>	<b>475</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.0
White	4.4
Socioeconomically Disadvantaged	97.3
English Learners	46.3
Students with Disabilities	9.5
Foster Youth	0.6

## 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			
Fairview Elementary School	16-17	17-18	18-19
With Full Credential	24	23	24.5
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	399
Without Full Credential	◆	◆	52
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fairview Elementary 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: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill Wonders, Gr. TK-5, 2016-2017 Houghton Mifflin Read 180, Intensive Intervention Grade 4-5, 2016-17  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Pearson- enVisionMath, Gr. TK-5 -California Common Core, adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin: Gr. TK-5 California Science, adopted 2006-07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson- My World Interactive Gr. TK-5th, California History-Social Science adopted 2017-18  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)

#### General:

Greenfield Union School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at the school's web address. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment:

#### Maintenance and Repair:

Fairview is in "good repair" (Williams Act). The district office of Maintenance and Operations, (MOT), tours the campus with the principal frequently to assess the condition and cleanliness of the school grounds and buildings. Any needed repairs are submitted to MOT through a work order. Top priority is given to any potentially unsafe condition. The work orders are generated by a computerized report system in place to ensure that timely repairs are being made to all of the sites in order to maintain a safe school environment. Fairview provides ample classroom and playground space to accommodate all students' learning as well as recreational needs. During the summer of 2018, the interior fencing was removed in an effort to provide a more spacious playground to our students. To ensure safety, our bicycle racks were also relocated to the front of the school where they could be seen by our office staff. In August 2018, Fairview obtained a 93.75% Williams compliance as per their site visit on 8/23/2018.

#### Cleaning Process and Schedule:

There are regular health department and safety inspections on the overall condition of the facility. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or the district office, or on the Internet at the school's web address. Classrooms, bathrooms, and other school buildings are cleaned daily by the site custodians. Fairview has 100% working toilets. The grounds are maintained weekly by the district MOT staff. During the month of May, teachers submit summer work orders to the site principal for any additional classroom repairs and maintenance to be completed during the summer.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/23/2018

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	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	Poor	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</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

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

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	32.0	49.0	42.0	48.0	48.0	50.0
Math	28.0	34.0	32.0	36.0	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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.2	19.2	41.1

\* 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	217	214	98.62	48.60
Male	116	115	99.14	46.96
Female	101	99	98.02	50.51
Black or African American	--	--	--	--
Hispanic or Latino	198	196	98.99	48.47
White	--	--	--	--
Socioeconomically Disadvantaged	212	209	98.58	48.33
English Learners	149	147	98.66	44.90
Students with Disabilities	22	21	95.45	19.05
Students Receiving Migrant Education Services	20	20	100.00	65.00
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	217	215	99.08	34.42
Male	116	115	99.14	35.65
Female	101	100	99.01	33
Black or African American	--	--	--	--
Hispanic or Latino	198	197	99.49	34.52
White	--	--	--	--
Socioeconomically Disadvantaged	212	210	99.06	33.33
English Learners	149	148	99.33	29.73
Students with Disabilities	22	21	95.45	9.52
Students Receiving Migrant Education Services	20	20	100	35
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)**

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families. Fairview fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making them both aware of school discipline policies and procedures at the beginning of the school year. All parents receive a Year-At-A-Glance of activities followed by monthly letters from the principal and also acknowledge receipt of the Parent-Student Handbook and are invited to participate in parent-teacher conferences where we review the School-Parent Compacts identifying shared expectations, goals, and focus areas. Fairview also encourages parents to attend other events celebrating students' success such as academic/attendance awards, sporting events, and performing arts events. Parent nights are offered to share information and strategies to support students academically, socially and emotionally. Parents also attend Back to School Night - Title I Annual Meeting, LCAP meeting, academic updates, sporting events, performing arts, School Site Council, English Language Advisory Committee meetings, and monthly Parents In Action meetings. Fairview also provides educational opportunities such as the Latino Family Literacy Nights focusing on parent and child reading strategies and the Parent Institute for Quality Education (PIQE), a nine week program that provides families with the knowledge and skills to partner with schools and communities to ensure their children achieve their full potential.

The Fairview staff and parents participate in periodic meetings to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. School website provides access school news, announcements, and school events with a link to the Parent Portal to view student academic progress and report cards: <http://fairview.gfusd.net/>

**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**

Safety and evacuation drills are scheduled, rehearsed, and refined regularly by staff, students, and other stakeholders at Fairview Elementary. Disaster preparedness plans with school maps and emergency exits are updated and discussed with stakeholders yearly with the most recent collaboration on November 2018 and posted inside each room on campus.

Fairview maintains a safe and healthy school environment in which students can succeed academically, through regular day and after school instruction and learning. Fairview creates an environment that invites students to attend regularly, as they work towards enhancing their citizenship and character qualities. Fairview also has an environment where students are valued with an open atmosphere designed for maintaining avenues for students to share their concerns and enter into genuine discussions about safety issues important to them.

Fairview's School Safety Plan is current and updated annually and shared with students, staff, parents, and other stakeholders. The overall goal of the plan is to maintain a safe and orderly school environment conducive to student learning. Staff and students take great pride in maintaining school grounds free from litter and graffiti. The custodial staff and the District's Maintenance, Operations and Transportation Department (MOT) all work together to keep the school buildings clean and in working order. Any needed maintenance to insure good repair of school facilities is completed in a timely fashion through a work order system, (Williams case).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
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
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	0.5
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	17.0
<b>Average Number of Students per Staff Member</b>	
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	18	23	21	3	1	2	3	3	3			
1	21	20	23	1	4		3		3			
2	27	26	27				3	3	3			
3	21	23	23			1	3	3	2			
4	26	21	23				3	3	3			
5	29	26	22				3	3	3			
Other	8	9	9	1	3	2						

\* 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 continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Fairview is committed to Professional Learning Communities (PLC) with 8 teachers and 2 administrators attending the PLC conference by Solution Tree in June 2018. Fairview ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff is involving a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. By establishing common goals, sharing responsibilities, and celebrating student success the refinement of PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes refinement of implementation of Common Core State Standards, Write from the Beginning and Beyond (Thinking Maps), Next Generation Science Standards, Next Generation ELD Standards, and to improve teacher capacity and rigor of instruction in Mathematics. In an effort to provide designated time for staff collaboration and staff development, Greenfield Union School District is providing 38 minimum Wednesdays this school year. The District provided 8 minimum collaboration days during the 16-17 and 17-18 years for district and school directed Professional Development. Collaboration and professional development during these days include refinement of data analysis, evaluation of student performance, improving instructional practices through the development of Units of Study with Essential Standards, developing common formative assessments, sharing a variety of effective instructional strategies, refining our implementation of the Positive Behavioral Interventions and Supports, and continue to refine the implementation of a well-balanced RTI program. Fairview has a full-time Academic Coach to support certificated and classified staff. First and second year teachers participate in the Beginning Teacher Support and Assessment (BTSA) Induction program. BTSA is a comprehensive, standards-based program that guides and supports beginning teachers through their first years of teaching with the assistance of a Support Provider.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
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

All students have a fair, equal and significant opportunity to obtain a high quality education and read at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Intervention and supplemental materials are provided to socioeconomically or educationally disadvantaged students so they can become proficient in the state standard for their grade level. Below are the resources provided at Fairview to help students achieve academic proficiency.

Support services personnel also work with students in the classroom. The specialist works collaboratively with teachers and administration.

Supplemental services provided at Fairview through Title I, Title III, and LCFF funding include:

1. Read 180 Intensive Reading Intervention Program (emphasis on 4th and 5th grades). The program is taught by a credentialed teacher and an assistant during school hours to provide intensive reading intervention for students who are two or more years below grade level.
2. English Language Development Instruction for grades TK-5, taught by credentialed classroom teachers: During the regular school year, all English Language Learners receive an additional 30-45 minutes a day of designated English Language Development instruction in the regular classroom. Additionally, all students receive integrated EL support throughout the day. A bilingual assistant and certificated teachers administer the English Language Proficiency Assessments for California (ELPAC) and monitor the academic progress of English Learners and reclassified English Proficient students. English Language Development (ELD) Academies are offered after school and during the Summer to English Learners in order to help them continue growing in their language acquisition skills.
3. Reading and Math Interventions: Tier III students receive Intervention Instruction by RSP teacher and instructional aides. Identified Tier II and Tier III students also receive additional push-in or pull-out reading/math support by classified support staff, or credentialed teacher.
4. Additional support is provided by a bilingual Student Intervention Facilitator (SIF) within the day. The goal of this program is to use Positive Behavior Interventions and Supports to encourage students in remaining focused on the learning process with great school attendance in order to reach proficiency in their grade level standards.
5. Supplemental materials are provided to all students in supplemental interventions.

Migrant Program is available to 3rd - 5th grade students providing additional help in reading/language arts. The Migrant Program also offers four hours of additional instructional activity per week to kindergarten, first and second grade students focusing on language arts skills. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically. Migrant students receive services with an emphasis on language arts, civic and cultural education.

Afterschool Success Program (ASSP) offers support through Homework Club, supervised sports, and enrichment activities.

### 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	\$8,675.57	\$2,130.24	\$6,545.33	\$72,972.81
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-6.6	0.1
Percent Difference: School Site/ State			-8.5	-10.3

\* 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.