



# Houghton-Kearney School

8905 W. Kearney Boulevard • Fresno, CA 93706 • (559) 276-5285 • Grades K-8

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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

#### District Governing Board

Mr. Jason R. Paul, Area 1  
Ms. 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 Kelejian  
**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

**Vision Statement:** Houghton Kearney School's vision is that every student is prepared for success in college, career and community.

**Mission Statement:** Houghton Kearney school's mission is every student will engage in rigorous, relevant, standards-based instruction in every classroom, every day, to ensure student learning.

**Goal 1:** Every student meets or exceeds grade level core standards and is prepared for college, career, and community.

**Goal 2:** Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

**Goal 3:** Engage families in system-wide programs assuring students/families access to support for academic, social/emotional, and physical well-being.

**Goal 4:** Assure 1 year growth in language acquisition for every English Learner student.

Houghton-Kearney Elementary School is a vibrant school and an exciting place to be, both steeped in tradition and moving towards a great future. We strive for every student to be prepared for success in college, career, and community. Houghton-Kearney Elementary School, with an attendance area of approximately 40 square miles, lies in a rural setting. The school has an enrollment of approximately 230 students. Sixty-seven percent of our students are on free and reduced lunches. The area is fairly stable, with a small number of students coming from migrant farm labor. The transient population has approximately the same ethnic makeup as the regular school population. The school has always been the hub of the local community as there is not a town nearby. H-K is steeped with tradition with many children and grandchildren of former students attending. One of our major strengths is the involvement of parents in our educational system. The Houghton-Kearney Community Club, School Site Council, and English Learner Advisory Council are all very supportive, involved, and share the vision that each child is prepared for success.

## 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	28
Grade 1	22
Grade 2	23
Grade 3	21
Grade 4	30
Grade 5	25
Grade 6	27
Grade 7	27
Grade 8	30
<b>Total Enrollment</b>	<b>233</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	5.2
Filipino	0.4
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.0
White	30.5
Socioeconomically Disadvantaged	70.4
English Learners	13.3
Students with Disabilities	12.0
Foster Youth	0.4

## 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			
Houghton-Kearney School	16-17	17-18	18-19
<b>With Full Credential</b>	9	9	10
<b>Without Full Credential</b>	0	0	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			
Houghton-Kearney 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
<b>Reading/Language Arts</b>	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>Amplify (Grades 7-8) Adopted 2016-17</p> <p>ELD Middle School Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Pearson Unit 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>
<b>Mathematics</b>	<p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p> <p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 (Grade 8) Adopted 2014-2015</p> <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>

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	Scott Foresman: Science California (Grades K-6) Adopted 2007-2008  Holt - Physical Science (Grade 8) Adopted 2007-2008  Holt - Life Science (Grade 7) Adopted 2007-2008  Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05  Sexual Health Education, Supplementary Adopted 2016-17  <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>	Houghton Mifflin (Grades K-6) Adopted 2006-2007  National Geographic World History- Medieval and Early Modern Times - Student Edition (Grade 7) Adopted 2018-19  National Geographic U S History - American Stories Beginning To World War I - Student Edition (Grade 8) Adopted 2018-19  Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05  <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>	EMC Paradigm- Accion (Adopted 05-06) <b>The textbooks listed are from most recent adoption:</b> Yes <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)

Houghton-Kearney sits on 9 acres and 30,886 square feet. It contains 16 classrooms at 15,880 sq ft, and 7 restrooms at 751 sq ft. The oldest main building was built in 1951. 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 Houghton-Kearney Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, carpet), electrical (switch plate), restrooms/fountains (faucets). The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/30/2018		
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	Good	
<b>Electrical:</b> Electrical	Fair	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<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

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
<b>ELA</b>	44.0	42.0	40.0	44.0	48.0	50.0
<b>Math</b>	44.0	34.0	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
<b>Science</b>	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
<b>5</b>	30.0	25.0	
<b>7</b>	29.2	29.2	4.2

\* 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>	156	156	100.00	41.67
<b>Male</b>	79	79	100.00	31.65
<b>Female</b>	77	77	100.00	51.95
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	102	102	100.00	35.29
<b>White</b>	43	43	100.00	58.14
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	106	106	100.00	31.13
<b>English Learners</b>	32	32	100.00	21.88
<b>Students with Disabilities</b>	24	24	100.00	29.17
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<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 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	156	154	98.72	33.77
Male	79	77	97.47	31.17
Female	77	77	100	36.36
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	102	102	100	29.41
White	43	41	95.35	41.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	104	98.11	25.96
English Learners	32	32	100	25
Students with Disabilities	24	24	100	25
Students Receiving Migrant Education Services	--	--	--	--
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)

Houghton Kearney welcomes and encourages parent involvement in school activities in a variety of ways. Input is sought from parents, both formally and informally, on a continuing basis through their participation in: annual site surveys, specific program surveys, such as English Learner and Migrant programs, Local Control Accountability Plan input meetings, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Education Workshops, Houghton Kearney's Community Club (HKCC), Fundraising Committee Meetings, Back to School Night, Open House, Parent Education Workshops, District English Learner Advisory Council, District Advisory Committee, Migrant Program meetings, Student Success Teams, interim parent conferences in both the fall and spring, sporting and school events. Input from our parents/guardians is used to plan, implement, evaluate, and modify our instructional programs and protocols to improve instruction and close the achievement gap. In addition, parents can take active roles acting as yard and noon duty aides on a daily basis and volunteering to coach, help in classrooms, and chaperone on field trips. Translation and interpretation services are provided.

Contact Person Name: Marcela Brekke

Contact Person Phone Number: 559-276-5285

#### 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 Site Emergency Response Plan is updated and aligned with the district plan every year. Relevant names, roles and contact information are kept current. The plan is presented and reviewed at a staff meeting at the beginning of the year and monitored as needed. Each room has a comprehensive safety plan. Rooms are equipped with land-line phones, disaster code posters, evacuation routes (posted), two-way radios and portable first aid kits. Drills are also conducted every month. The latest Site Emergency Response Plan was approved at the School Site Council on 11/08/2018. The latest plan was discussed August 13, 2018 with staff members. Surveillance cameras are installed at the site.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	1.6	1.6
Expulsions Rate	0.0	0.0	0.0
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)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.40
Social Worker	0.11
Nurse	0.20
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	1.00
Other	0.50
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	29	28	28				1	1	1			
1	16	22	22	1				1	1			
2	29	15	23		1		1		1			
3	20	25	21	1				1	1			
4	27	27	30				1	1	1			
5	22	26	25				1	1	1			
6	24	22	27				1	1	1			

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



## Professional Development provided for Teachers

Each year categorical money is spent to train teachers in areas consistent with Central Unified School District and Houghton-Kearney Goals. Professional Development, both formal and informal, has been provided in the areas of Common Core Mathematics, Language Arts, and Literacy Standards and Practices, English Learner strategies, 21st Century Learning Skills (communication, critical thinking, creativity, collaboration), Positive Behavior Intervention System, Response to Intervention, Data Analysis, Differentiation, Lesson Planning, SBAC testing, and Technology.

Each semester teachers participate in a district-led Professional Learning Community (PLC) collaboratives which target these same essential topics. In addition, our teachers meet twice monthly as a staff, to assist in the training to practice transition of learning. Special education, instructional coaches, and GATE staff are always invited and encouraged to attend, if schedules permit. Each of these professional development areas and training have been selected based upon student/school need and what research has proven to be most effective. Teachers also meet in collaborate groups during PLCs to utilize student performance data to diagnose strength and growth areas and address the needs and professionally develop as the data suggests. PLCs are facilitated by the site's instructional coach, GIA, and principal. In addition, ongoing instructional supervision by site administration includes classroom observations and timely feedback to ensure accountability and reflection of first best instruction and tiered interventions. After school personnel and paraprofessionals are also included in the trainings to build their capacity and support for the overall Houghton-Kearney program.

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

Houghton-Kearney provides instruction in all core content areas, plus performing arts via band, choir, and dance. Best first instructional practices are implemented daily by in each classroom in alignment with our Response to Intervention program. Intervention is provided for strategic students in each classroom by the classroom teacher through small group/whole group re-teaching and remediation on targeted skill areas based on need of student. Intervention for intensive students occurs on a push-in basis with an instructional aide or Teaching Fellow, Special Education teacher/aide, GATE site coordinator, and through individualized tutoring with teachers and in our after school program. In addition, student intervention assistance and professional development for teachers and aides is funded through categorical funds. Field trips are also provided by fundraising done by the student body and the Houghton-Kearney Community Club. Technology, use of computers and student tablets, is also being used by all staff and students to make instruction accessible to all students and to expand instructional experiences for students. Support Services are offered to all eligible students.

## 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	\$6,802.27	\$141.55	\$6,660.72	\$75,680.34
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-32.1	8.0
Percent Difference: School Site/ State			-53.7	-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.