



# Leon H. Ollivier Middle School

7310 Monitor St. • Bakersfield, CA 93307 • 661-837-6120 • Grades 6-8

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<http://oms.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  
<http://www.gfusd.net/>

#### District Governing Board

Mike Shaw  
Melinda Long  
Richard Saldana  
Dr. Ricardo Herrera  
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

Leon H. Ollivier Middle School is located in Bakersfield, CA and part of the Greenfield Union School District. Currently, 1,064 students are enrolled.

#### Mission Statement:

Demonstrating a collaborative culture and passion for learning while educating and enriching all students.

#### Vision Statement:

Empowering all students to achieve their full potential.

#### Core Values: PRIDE

Purpose- We will stay focused on the task(s) at hand.

Respect- We will always choose kindness.

Integrity- We will do what is right.

Discipline- We will demonstrate self-control.

Effort- We will never give up.

## 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 6	392
Grade 7	331
Grade 8	370
<b>Total Enrollment</b>	<b>1,093</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.0
American Indian or Alaska Native	0.6
Asian	2.4
Filipino	0.1
Hispanic or Latino	83.3
Native Hawaiian or Pacific Islander	0.0
White	5.2
Socioeconomically Disadvantaged	90.7
English Learners	11.3
Students with Disabilities	8.9
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			
Leon H. Ollivier Middle School	16-17	17-18	18-19
With Full Credential	43	41	42
Without Full Credential	4	3	4
Teaching Outside Subject Area of Competence	0	2	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			
Leon H. Ollivier Middle 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)

Ollivier Middle School has adopted the following textbooks:

ELA: Houghton Mifflin Harcourt "Collections" California for 6-7-8 Core, Read 180 for 6-7-8 Interventions and EL Achieve for 6th grade ELD.

Math: McGrawHill- California Math for General Math 6th, 7th and 8th.

Science: Holt, Rinehart and Winston for 6th, 7th and 8th.

History/Social Studies: Pearson- My World Interactive for 6th, 7th and 8th.

ELA, Math, History, Science, and ELD are all from the most recent adoptions. A new Science textbook will be adopted at the end of this school year. There are sufficient textbooks for every student.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt "Collections" adopted: 2016-2017 Read 180 Universal 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>Mathematics</b>	McGraw Hill- California Math 6th - Course 1 7th - Course 2 8th - Course 3 adopted: 2014-2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Holt Rinehart and Winston- 6th- Earth 7th- Life 8th- Physical Science adopted: 2006-2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	Pearson- My World Interactive adopted: 2017-2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A  <b>The textbooks listed are from most recent adoption:</b> N/A

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

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

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Ollivier Middle School meets all standards of good repair according to the Facility Inspection conducted 06/08/2018 by David Carlsen, Inspector.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 06/08/2018

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	Good	
<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

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	42.0	55.0	42.0	48.0	48.0	50.0
Math	32.0	36.0	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
7	21.3	22.6	26.8

\* 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>	1071	1067	99.63	55.35
<b>Male</b>	538	536	99.63	47.76
<b>Female</b>	533	531	99.62	63.02
<b>Black or African American</b>	68	68	100.00	44.12
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	26	26	100.00	76.92
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	892	890	99.78	55.51
<b>White</b>	54	52	96.30	59.62
<b>Two or More Races</b>	23	23	100.00	45.45
<b>Socioeconomically Disadvantaged</b>	1007	1003	99.60	54.89
<b>English Learners</b>	404	404	100.00	44.06
<b>Students with Disabilities</b>	90	89	98.89	6.74
<b>Students Receiving Migrant Education Services</b>	62	62	100.00	50.00
<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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	1,073	1,069	99.63	36.01
Male	540	537	99.44	33.15
Female	533	532	99.81	38.91
Black or African American	68	68	100	20.59
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	53.85
Filipino	--	--	--	--
Hispanic or Latino	894	892	99.78	36.77
White	54	52	96.3	40.38
Two or More Races	23	23	100	26.09
Socioeconomically Disadvantaged	1,009	1,005	99.6	35.12
English Learners	406	406	100	23.15
Students with Disabilities	90	89	98.89	4.49
Students Receiving Migrant Education Services	62	62	100	35.48
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)

Ollivier Middle School fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making both aware of school discipline policies and procedures at the beginning of the year. All parents acknowledge receipt of the Parent-Student Handbook and are invited to the Back to School Night - Title I Annual Meeting. School-Parent Compacts, distributed to all families, identify shared expectations, goals, and focus areas. Parents are encouraged to become involved in their child's education by attending parent nights and conferences. Other school activities may include, but are not limited to, School Site Council, English Language Advisory Committee, Positive Behavioral Interventions & Supports meeting/training, field trips, awards assemblies, and student performances.

Communication between stakeholders is a priority for Ollivier Middle School. A marquee in front of the school, scrolls upcoming events and announcements, the office houses two large displays, which also scroll through upcoming events, reminders, and announcements for parents. The school website offers parents/families up-to-date school news, announcements, school information, and provides parents access to teacher's email. Also, Parent Portal, is offered and encouraged to all parents/families, this is a digital platform which allows parents/families access to their student's current grades and assignments.

For calendar and school events, see website link: <http://oms.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**

A School Safety Plan has been reviewed and updated on October 17, 2018. It is shared with the faculty and the plan is available for review. It contains procedures for the 10 items listed on the checklist for Compliance with Ed. Code sections 32280-32289, including (but not limited to): Child abuse reporting, disaster procedures, suspensions, sexual harassment policy and school discipline rules and consequences. There are procedures for fires, earthquakes, and other natural disasters. Also included are procedures for emergency situations such as chemical spills and lock-down situations. We cooperate with local and state agencies in coordinating these programs. Our teachers and staff are aware of safety and health policies and receive a review of these policies at least annually. A safety committee has been established to consult with the site principal and School Resource Officer on safety needs and concerns.

Five part-time security guards provide yard supervision and perimeter surveillance. Visitors to the campus are required to check-in through the front office and must wear a visitor's badge while on campus. Picture ID's are checked for early pick-up of students.

The principal, two assistant principals, counselor, teachers, security guards, and paid assistants provide supervision of the grounds before school, during recesses and lunch periods, and after school at the bus loading areas.

Ollivier Middle School provides each student with "A Guide for Greenfield Students" at the beginning of the year. Included in the booklet is information relating to academics, attendance, discipline, and student and parent rights. Teachers at Ollivier Middle School are required to submit to the assistant principals a parent letter which includes a discipline plan at the beginning of each year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	17.5	8.6	9.0
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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	20.8
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
6	30	29	31	13	7	12	56	69	55	16	10	26

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

**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
<b>English</b>	23.0	22.0	20.0	15	20	30	22	23	13	4		1
<b>Mathematics</b>	24.0	23.0	22.0	11	13	20	15	22	14	5		2
<b>Science</b>	27.0	29.0	27.0	5	3	4	17	18	18	2	4	3
<b>Social Science</b>	29.0	30.0	27.0			1	21	20	20	1	3	2

\* 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**

The district has provides monthly minimum day collaborations for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices. Professional Development for the previous years included: EADMS (Reporting Building), READ 180, Thinking Maps, Write from the Beginning, NGSS, STEM Conferences, STAR, Google, Digital Citizenship, CELDT/ELPAC, etc. The methods in which the professional development was delivered varied from workshops to conferences at were held at site/district/county level to teachers/staff traveling to attend the conference/training out of town.

Ollivier Middle School is committed to Professional Learning Communities (PLC) with 11 teachers/staff attending the PLC conference by Solution Tree in June 2018. Ollivier Middle School ensures high levels of learning for all students and embeds the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional/strategic changes, setting expectations, and accountability. The 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/share instructional practices. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive students outcomes.

The focus during the 2017-2018 year will be to continue monitoring our Professional Learning Communities, Data Analysis, as well as continuing the transition to the Common Core State Standards and CAASPP, the computer state testing. Teachers will continue increasing their proficiency in respect to the adopted ELA and Math curriculum as well as continue the use of Thinking Maps across all grade levels and disciplines. Teachers will also continue implementing the strategies learned from the Write from the Beginning and Beyond Program, which allows students to take their maps to writing. Science teachers will begin to train on and begin implementing the Next Generation Science Standards. Through out the year teachers will be supported at the district level by Curriculum Specialist and district administration, at the site, teachers will be supported by site administration and their Academic Coach. Teachers will also use the collaboration time provided to support their peers.

First and second year teachers participate in TIP (Teacher Induction Program). TIP 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

Olliver Middle School is identified as a Title I School wide Program. In a school wide program, an effort is made to use all funds available to the school, both Federal and State, in a combined effort to provide the best program for all students. Each categorical program must maintain its integrity; however, funds may be used with greater freedom to meet the needs of all students. These categorical monies supplement, not supplant, the core materials. Many of the services funded and taking place at Ollivier Middle School are focused on helping struggling students to achieve success; some of those programs are: The After School Success Program, Migrant Education, and Response to Intervention (RTI). Other programs enrich students' lives through academic activities such as the Oral Language Festival, Battle of the Books, Henry Greve Speech Contest, Spelling Bee, Science Fair, and the Bank of America Speech and Essay Contest. The Nutrition Program services students' needs for regular, healthy meals and snacks.

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. School site utilizes this money to pay for additional people and materials that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance. Teachers and instructional assistants received professional development in Common Core State Standards, Thinking Maps, Write From the Beginning and Beyond, and Data Teams.

Title II Part A – The goal of this program is to increase the academic achievement of all students by helping school and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. These funds are used to support teachers and paraprofessionals in becoming highly qualified through training and professional development. Certificated staff development focuses on effective teaching strategies such as: Explicit Direct Instruction, Reciprocal Teaching, and alignment of the curriculum to state standards.

Title III Part A – The goal of this program is to develop English learner's proficiency in English and in the district's core curriculum as rapidly and effectively as possible. Funding used to pay a portion of the bilingual assistant's salary who provide individual and small group instructional and academic support in the classroom.

LCFF funds are used to pay for technology, classified instructional staff, intervention programs, and supplemental materials for core academics.

#### Resource Specialist Program

- Intervention instruction by the RSP teacher takes place in the classroom
- Tier II intervention for selected students

??Migrant Program also offers 6st-8th gr. students services focusing on language arts skills?. Migrant students receive services with an emphasis on language arts?, civic?? and? cultural education.

#### After school Success Program

- Homework Club
- Supervised sports and enrichment

### 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	\$6,818.25	\$1,049.29	\$5,768.96	\$77,027.60
District	◆	◆	\$6,989.89	\$72,936.00
State	◆	◆	\$7,125.00	\$80,910.00
Percent Difference: School Site/District			-19.1	5.5
Percent Difference: School Site/ State			-21.0	-4.9

\* 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.