



Roosevelt Elementary School

2600 N. Garfield Ave. • Fresno, CA 93723 • (559) 276-5257 • Grades K-6

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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.

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School Description

Vision: Our vision is to inspire and be inspired by our student's diverse gifts and strengths. Staff, students and parents will develop a love of learning as well as set rigorous academic goals. The Roosevelt community will demonstrate respect, responsibility, and safety.

Mission: Every student will receive rigorous standards based instruction in every classroom every day to ensure student learning.

Roosevelt Elementary School is a K-6 school in the relative center of Central Unified School District. Roosevelt is located in a rural portion of our school district. Roosevelt serves a high population, percentage-wise, of English Learners (24%) and Socio-Economically Disadvantaged students (90%), as well as a high population of Hispanic students (65.3%). Roosevelt school serves approximately 490 students, with a significant amount of transiency. While Roosevelt is located in a rural area, the large majority of the students live in urban and suburban communities. Roosevelt has once again established a Parent Teacher Association (PTA) which is in its 3rd year and has proven to be an integral part of our planning and co-curricular developments to enhance and elevate the level of parent participation and involvement, as well as have a formal venue to welcome and attain parent and community input and feedback. The development of our Parent Club has allowed for a higher level of a partnership between the school and our parent community. Additionally, Roosevelt has 18 general education certificated teachers on staff in grades K-6, 2 Special Day class teachers, 1 Special Education Resource Specialist teacher, 1 certificated intervention teacher, 1 school psychologist, 1 part-time instructional coach, 1 part-time speech therapist, and 1 part-time intervention counselor.

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	84
Grade 1	67
Grade 2	50
Grade 3	76
Grade 4	80
Grade 5	63
Grade 6	70
Total Enrollment	490

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	1.2
Asian	10.4
Filipino	0.8
Hispanic or Latino	65.3
Native Hawaiian or Pacific Islander	0.0
White	9.2
Socioeconomically Disadvantaged	90.2
English Learners	20.6
Students with Disabilities	11.6
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			
Roosevelt Elementary School	16-17	17-18	18-19
With Full Credential	20	19	24
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	727
Without Full Credential	◆	◆	20
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Roosevelt 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)

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

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

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

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Roosevelt sits on 11.3 acres and 45,279 square feet. It contains 32 classrooms at 31,036 sq ft, and 13 restrooms at 2,134 sq ft. The oldest main building was built in 1955. Two classroom wings were completely renovated in 2108. 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 Roosevelt Elementary School, repairs completed or planned include repair of interior surfaces (ceiling tiles, rubber trim, formica chipped, torn carpet), electrical (conduit missing cap, blocked electrical panel), safety (fire extinguisher, girls restroom). The overall rating for this school is 'fair'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/29/2018

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

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	26.0	28.0	40.0	44.0	48.0	50.0
Math	21.0	19.0	28.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	35.6	27.1

* 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	281	275	97.86	28.00
Male	146	142	97.26	26.76
Female	135	133	98.52	29.32
Black or African American	29	29	100.00	10.34
American Indian or Alaska Native	--	--	--	--
Asian	32	30	93.75	43.33
Filipino	--	--	--	--
Hispanic or Latino	188	186	98.94	29.03
White	23	21	91.30	19.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	251	248	98.80	25.00
English Learners	92	89	96.74	20.22
Students with Disabilities	25	24	96.00	4.17
Students Receiving Migrant Education Services	--	--	--	--
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	280	275	98.21	18.55
Male	145	143	98.62	21.68
Female	135	132	97.78	15.15
Black or African American	29	28	96.55	3.57
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	38.71
Filipino	--	--	--	--
Hispanic or Latino	187	186	99.47	17.74
White	23	21	91.3	9.52
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	250	247	98.8	16.19
English Learners	91	90	98.9	16.67
Students with Disabilities	25	24	96	8.33
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)

The opportunities our school provides for parents and community to be involved in are:

Volunteer (library, cafeteria, parking lot, classroom, playground, clubs)

Parent conferences

Family Events (Grandparent Luncheon, Donuts with Dads, Muffins with Mom, Kindergarten Christmas Program, etc.)

Student Success Team (SST) Meetings

Back to School Night

Open House

Awards Ceremony

Parent Weekly Homework and Behavior packets (grades K-2)

Home-School Compact

Weekly Blackboard Connect Phone Messages

Classroom/School Volunteer

Co-curricular activities (History Day, Science Fair, Young Authors Fair, Peach Blossom, Spelling Bee, field trip chaperons, etc.)

School Site Council (SSC) Meetings

English Learner Advisory Council (ELAC) Meetings

English Learner Saturday School

PTA

Parent Classes offered through FCOE and other local approved agencies on campus

Fresno County Office of Education Parenting Classes

Family College Field Trip

Science Family Night

Math Family Night

Title One Meetings

Translation and interpretations services are provided

Contact Person Name: Brandi Fleming

Contact Person Phone Number: 559-276-5257

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 was reviewed, updated, and discussed with faculty in September, October, and December of 2018, at staff meetings and/or separate meetings for classified staff. This annual review of our Site Emergency Response Plan allows us to strongly consider the overall aspects of our school site while focusing on the key elements of our plan. The key elements of our plan include the properties of the physical features and nature of our entire school site, the daily routines and practices the adults commit to and adhere to, as well as the consistent procedures and protocols we take with our students in the event of man-made and/or natural safety hazards. This annual review and update allowed us to identify and make decisions about our specific school needs to help ensure we have instituted the effective safety measures needed to safeguard our school community, as well as meet our safety compliance standards. Drills are conducted on a regular basis in compliance with district/state guidelines. Two-way radios and surveillance cameras are provided to all our staff this year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.1	4.3	10.5
Expulsions Rate	0.2	0.2	0.4
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)	0.40
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.60
Social Worker	0.11
Nurse	1.40
Speech/Language/Hearing Specialist	2.30
Resource Specialist (non-teaching)	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	26	23			1	3	3	3			
1	27	26	20			3	2	2				
2	29	23	25		1		2	2	2			
3	22	25	24	1			2	3	3			
4	35	21	26		1			1	3	2		
5	31	30	31				2	3	2	1		
6	35	25	33					3	1	2		1
Other			10			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

We will support our teachers with professional development in the following areas:

Provide instructional coach support and expertise, identifying best instructional practices and effective differentiated instruction to support teacher instruction and planning, as it applies to meet the learning needs and goals of every student.

Our grade level lead teachers are receiving in-depth and comprehensive training in the development of and the methods and structures of using Visible Learning by attending district meetings. The grade level leads then return to the school site and lead on-site professional development as well and carry out action plans that they plan with their grade levels. Topics have included using learning intentions to provide clarity to students and data to guide our instructional planning and support. Grade level leads meet with administration once per month.

Roosevelt Elementary has a staff development schedule that consists of weekly early dismissal days. Every other Wednesday is used for Professional Development or Staff Development, on the coinciding Wednesday teachers meet in their PLC's. Professional development is focusing on reading, writing, EL interventions, and data teams. Grade levels meet weekly on Mondays, our instructional coach attends the meeting for support. Notes are kept and turned in weekly to the administration that is then reviewed and feedback is given to the grade level head. The Principal and the GIA have weekly observations through the classrooms and leave feedback via email and in person. There are approximately 17 professional development days (1 to 2 hours each) on the calendar provided for staff development, as well as 3 full days of professional development and teacher collaboration for each grade level devoted to our needs as identified by district and site administration with teacher input and feedback.

GATE

Our GATE cluster teachers, along with our GATE coordinator has received training specific to teaching GATE students. Teacher drop-ins to GATE cluster classes provide feedback on differentiation and rigor of instruction geared towards extended learning.

EL

Based upon the assessed student performance of our English Learners, we have provided and will continue to provide targeted professional development on research-based effective instructional strategies to improve the level of learning for EL students. This will include training provided by the district, as well as professional development during our site staff meetings.

ST Math

This is year eight of implementation of this mathematical conceptual understanding program involving 85% of our students. First through sixth-grade level has a variety of levels which students work through independently until they complete the entire grade level program. All math concepts are directly related to grade level standards. Professional development in the most effective methods to monitor and elicit the best student results is provided a once a year. Progress reports are sent to the administration on a weekly basis.

Accelerated Reader (AR)

The AR program targets the improvement and the consistent monitoring of every students' reading comprehension. Our effort is to have every child average at least 85% on AR quizzes since the research shows performance at this level directly impacts student improvement with reading comprehension. Students are able to take these AR quizzes in our computer lab and/or on the student laptops in the classrooms. Teaching faculty receives a minimum of an annual training on the most effective use of and monitoring practices of AR. Progress reports are sent to the administration on a weekly basis.

Illuminate, grades K-6

Training will be offered, as needed, for teachers so they can learn how to navigate the Illuminate data management system. The specific purpose is to analyze STAR, Benchmark, Fountas & Pinnell, and DIBELS data in order to determine the differentiation of instruction for improved student learning.

Lexia Reader

This year we are using Lexia Reader as a way to provide personalized learning on fundamental literacy skills for students in gradesTK–6 and delivers real-time performance data without testing.

As our instructional focus this year is reading comprehension, our teachers will receive PD which extends their previous guided reading training. Teachers and support staff will receive training on implementing and using the best strategies for Tier 2 and Tier 3 students to improve their reading fluency and comprehension. Drop-ins performed weekly by administration support and give feedback on teacher implementation and use of appropriate strategies, as well as skill-based instruction tied to standards within the guided reading structure. Additionally, data collected by teachers on reading fluency and comprehension (at least 3 but up to 10 times per year for Tier 2 and 3 students) provides guidance for teachers when planning their intervention and supports within their PLCs.

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/.

Types of Services Funded

The programs and supplemental services provided at Roosevelt and funded through our categorical budget are: academic intervention and support programs (Literacy Academy, Lexia Reading, Accelerated Reader, ST Math, Positive Behavior Interventions and Support (PBIS), BrainPOP; technology (computers, printers, document cameras, projectors, Promethean boards); student academic incentives and rewards (medallions, certificates); parent meetings; production materials to supplement instruction; staff development; and personnel (Intervention Teacher, Teaching Fellows, and English language interpreters). We have also implemented after school tutoring by site teachers to tutor students twice a week. Teachers will be pulling small groups as well as assisting in the tutoring program.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,912.20	\$257.92	\$5,654.28	\$70,746.61
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-47.8	1.3
Percent Difference: School Site/ State			-68.5	-11.9

* 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.