

Baker Elementary School

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

Mountain View School District

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District Governing Board

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Jacqueline Saldaña, Vice President
Adam Carranza, Clerk
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Cindy Wu, Member

District Administration

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Superintendent

Darin De Knikker

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Business Services**

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**Assistant Superintendent of
Personnel Services**

Raymond Andry

**Assistant Superintendent of
Educational Services**

School Description

Baker Elementary School serves the community by providing a well-rounded educational experience for students in TK through 5th Grade. Students have the opportunity to participate in programs such as the Algebra Club, Math Field Day, Meet the Masters, RIF (Reading is Fundamental), VAPA (Visual and Performing Arts, Bradley Robotics, Intervention Programs, and THINK Together). In addition to extracurricular and enrichment activities, Baker is a proud Positive Behavior Interventions and Supports school (PBIS). Our belief is that through praising positive behaviors and teaching the necessary social skills, students will achieve academic and social success. However, the most important function we have as a school is building a positive relationship between school, community and home. Baker prides itself in having a clear channel of communication through monthly updates through parent newsletters, automated phone messages and parent meetings and workshops.

The principal, Sylvia Rivera leads Baker Elementary in its commitment to excellence in education. In partnership with them is the Staff Leadership Team which is comprised of grade level representatives who hold meetings to discuss budget, safety, and other issues and the School Site Council which is composed of principal, teachers, staff members and parents whom are granted the recommendations and the opportunity to make decisions for approval of the school-wide plan.

Baker students are supported by an extremely caring and professional staff that works to develop well-rounded leaders of tomorrow. Our mission is to educate our children to their fullest capacity preparing them for a successful school experience. Students are recognized for a variety of achievements throughout the year. Trimester award assemblies are held to recognize students from each class with Charge Language Arts, Charger Math Certificates, Outstanding Effort Certificates, Charger Citizen Certificates, Attendance, Accelerated Reading Certificates, and Home Reading Certificates. The purpose of this report is to give you an inside look at what Baker is and does while we are entrusted with your children.

The school seeks to promote parental involvement in the educational process as well as staff members, offering comprehensive programs and guides for the benefit of both the student and the parent. Both the local community and Baker Elementary benefit greatly from their collaboration and commitment to each other. Parents and community members are encouraged to participate in organized activities such as fundraising, tutoring, assisting in special events and chaperoning – to name just a few.

Our goal in presenting you with the information within this report card is to keep our community well informed. We want you to feel part of our “family” so if you have any questions about this report card, feel free to call our school.

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	89
Grade 1	98
Grade 2	86
Grade 3	76
Grade 4	94
Grade 5	134
Total Enrollment	577

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	7.1
Filipino	0.3
Hispanic or Latino	92.0
Native Hawaiian or Pacific Islander	0.2
White	0.0
Socioeconomically Disadvantaged	91.3
English Learners	65.2
Students with Disabilities	13.9
Foster Youth	1.2

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			
Baker Elementary School	16-17	17-18	18-19
With Full Credential	26	25	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mountain View School District	16-17	17-18	18-19
With Full Credential	♦	♦	383.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Baker 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)

Baker Elementary utilizes district adopted curriculum as the core program. Individual grade levels supplement with additional books, software, and materials in order to better meet the needs of our students.

Textbooks and Instructional Materials Year and month in which data were collected: December 1, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw-Hill California Wonders Literature Anthology & Reading/Writing Workshop (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Baker Elementary School was originally built in 1941, and quickly became a permanent school site due to a growing student population in the area. Currently our school serves 495 students spanning the grades from Transitional Kindergarten to Fifth in 25 classrooms and includes three Special Day Classes. In addition, we have two computer labs, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. In addition, detailed cleaning is completed during vacation periods.

Baker is a clean and safe environment for all stakeholders. A “deep” cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. Such repairs are reported to our Maintenance and Operations department via an electronic reporting and monitoring program.

Each year the school is inspected by the Los Angeles County Office of Education. The most recent inspection finds the campus in good condition. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority.

There were no improvement projects undertaken at Baker School during the 2017-2018 school year. Improvement plans for 2018 include infrastructure project renovating the Kindergarten playground and painting the entire campus.

Baker Elementary School maintains an environment that is conducive to every aspect of the learning process, from structural soundness of the facilities to discipline procedures. All buildings meet State building codes, providing sufficient space for students and staff. Maintenance schedules and policies established through the District are met and carried out on-site by one full-time and four part-time custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly; 24-hour emergency personnel are kept on-call.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Classrooms 1, 2, 35, 37, and Library ceiling tiles are stained; peeling paint classroom 36, and Girls Restroom; and damaged floor tiles by exit door classroom 38.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Unsecured items stored too high in classrooms 1, 2, 10, 25, 27, 30 (computer lab), 36.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Classrooms 12, 35, 36, 40, Library lighting fixture or bulbs are not working or missing; classroom 38 unsecured appliances. Stacked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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	32.0	40.0	35.0	37.0	48.0	50.0
Math	29.0	28.0	23.0	25.0	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	17.8	11.1	3.7

* 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	304	303	99.67	39.93
Male	164	163	99.39	38.65
Female	140	140	100.00	41.43
Asian	19	19	100.00	68.42
Hispanic or Latino	285	284	99.65	38.03
Socioeconomically Disadvantaged	286	285	99.65	38.60
English Learners	233	232	99.57	37.50
Students with Disabilities	54	54	100.00	3.70
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	304	304	100	28.29
Male	164	164	100	28.05
Female	140	140	100	28.57
Asian	19	19	100	68.42
Hispanic or Latino	285	285	100	25.61
Socioeconomically Disadvantaged	286	286	100	27.97
English Learners	233	233	100	27.04
Students with Disabilities	54	54	100	1.85
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)

Baker Elementary School encourages parent engagement in a variety of ways. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community. Parent Advisory Council meetings are held five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council, English Language Advisory Council, and the School Site Council. Baker Parents are also instrumental members of our decision making process by participating in School Site Council (SSC), English-Language Advisory Committee (ELAC), and our Title I Parent Advisory Committee. The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms. Baker also boasts a Partnership Action Team which focuses on specific goals to increase community involvement and education. The seventh annual Baker Family Literacy Night will be held this year. In addition to these formal committees, parents volunteer in our classrooms, chaperone field trips, and organize some fund-raisers and support special activities.

Parent participation is very important at Baker School. It's our commitment to provide parents with a sense of empowerment and encourage them to view the school in a positive light. Using results from parent surveys about their interest in learning more about the school, education policy, child development, parenting, volunteering opportunities, etc., Baker created a Coffee Club to provide parent workshops based on their requests to help families fully engage in their child's education. Baker has an open door policy when it comes to volunteers and all parents are encouraged to participate either in the parent room and/or in classrooms. The Community Liaison serves as bridge between parents and the school. If you are interested in becoming an active parent, please contact Maria Villegas, Community Liaison at (626) 652-4709.

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

On a daily basis, administration, teacher and other campus supervisors monitor activities to ensure student safety before school recess, lunch and after school.

The safety and well-being of your child is our number one priority and that is why Baker maintains a closed, secured campus. All gates remain locked until dismissal. Students who do not receive bus transportation to school enter the campus through the south cafeteria doors on Exline Street. Students who arrive to school by bus enter campus through the west parking lot gate. All visitors are required to enter the campus through the main office electronic signal system and must sign-in. Before school and after school we have a supervised gate on Exline Street for students living south of our school campus.

In addition to a check-in, check-out procedure, Baker has a Comprehensive School Safety Plan that is updated on a yearly basis. The plan includes: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, suspension/expulsion policies, dress code and discipline policies. Our last update was approved by the School Site Council in January 2018. The complete plan is available for public viewing in our school office.

We hold regular "disaster" drills that prepare students, staff and parent volunteers to react to real life situations and supported by our School Safety Plan. Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, lock-outs and emergency lock-downs. These drills are practiced on a monthly basis. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster.

Safety is a chief priority at Baker. For students to learn, they must feel safe and secure at school. To promote a safe environment, students participate in assemblies discussing safety and bullying. The El Monte Police Department provides additional support with students and families through our School Resource Officer (SRO) program. Baker is considered a closed campus with all gates securely locked before school and during the instructional day.

Throughout the day, students and visitors are supervised by teachers, campus monitors and principal. All visitors are required to report to the office, sign in and receive a visitor's badge before coming on campus. Custodians and campus monitor arrive on campus prior to the students to help with traffic flow and check on facility conditions. Baker's Safety School Plan provides guidance in child abuse prevention/reporting, safety drill/disaster and discipline procedures.

As a PBIS school, a school-wide matrix of behavior expectations has been developed. Expectations have been developed for specific areas of the campus and adhere to our school motto, "Be safe, Be Responsible, Be Respectful, Be a Charger!" Students are taught the specific behaviors that are expected and are praised for modeling Chargers' behavior. Additionally, each grade level has developed their own classroom PBIS matrix following the Chargers' motto. Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm. The chart illustrates the rate of suspensions according to enrollment for the last three years at Baker, and in relation to the district schools of the same type. There are no expulsions to report during the most recent three year period.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	0.6	0.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.0	3.3
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	.50
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	.90
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	577

* 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	20	24	22	1			5	5	4			
1	24	24	24				3	3	4			
2	27	25	24				4	3	3			
3	27	23	26				5	4	3			
4	27	27	24	1	1	1	3	4	3			
5	27	24	27	1	1	1	3	3	4			
Other		13	8		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

Professional development has been offered to all certificated staff during the summer through the District. Based on school and district data, emphasis has been placed on UCLA math strategies and the District Curriculum framework which addresses the common core standards with an emphasis on strategies to address English Language Learners, such as SEALFramework. A focus on transitioning to the Common Core Standards and expectations has been emphasized. Staff development includes workshops, training by the District teachers on special assignment (TOSA), District interactive sessions, and planning.

The Baker Leadership Team, School Site Council, and Grade Level Teams meet throughout the year for the purposes of aligning instruction, analyzing benchmark/unit assessments and performance assessment results. There are 3 questions that guide all discussions: 1.) What do our students need to learn? 2.) How do we know they are learning what they need to learn? 3.) What do we do when we know that they are not learning? Based on these discussions, professional development plans are continually monitored to ensure effective implementation and support.

Teachers at Baker also meet either weekly by grade level for collaboration and professional development. This session is dedicated to continued work on consistent instructional teaching practices, continued development of school and grade level strategies, reflection on student performance data, and building grade level support. Additionally, 1-2 staff meetings per month are also dedicated to grade level collaboration.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,862	\$50,084
Mid-Range Teacher Salary	\$87,733	\$80,256
Highest Teacher Salary	\$104,909	\$100,154
Average Principal Salary (ES)	\$128,340	\$125,899
Average Principal Salary (MS)	\$134,340	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$205,000	\$222,447
Percent of District Budget		
Teacher Salaries	36.0	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/.

Types of Services Funded

Baker Elementary School utilizes funds from the State and federal government to meet the diverse academic and socio-emotional needs of our students. The School Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents, annually reviews and revises the plan and our progress toward meeting our goals. In addition, the School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Language Advisory Council to update the plan as needed.

Baker School is supported by multiple funding sources from both the State and federal governments. Funds are used to pay for library services and books, the computer lab, classroom computers, instructional supplemental services the health clerk services, supplemental instructional materials, instructional software and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor and technology tech. Parent Involvement and education is also paid for by Title I and LCAP funds. Such funding sources are titled "categorical" and support programs.

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	\$7,642	\$1,392	\$6,250	\$95,333
District	◆	◆	\$9,903	\$93,143
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-45.2	2.3
Percent Difference: School Site/ State			-13.1	16.4

* 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.