

Lewis H. Britton Middle School

80 West Central Ave. • Morgan Hill, CA, 95037 • 408-201-6160 • Grades 6-8

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

Morgan Hill Unified School District

15600 Concord Circle
Morgan Hill, CA, 95037
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Vision/Mission:

Britton will create a culture of academic & social-emotional success. Every Student. Every Day.

Overview:

Lewis H. Britton Middle School is a public middle school in Morgan Hill, CA and part of the Morgan Hill Unified School District. Currently, we have approximately 800 students in grades 6th through 8th. Nanette Donohue is in her first year as principal of Britton. Mrs. Donohue has six years of experience in administration, and 19 years in education.

Britton houses approximately 260 sixth grade students, 260 7th grade students, and 260 eighth grade students. These students all take the core classes, math, science, English, and social studies. Additionally, all students participate in PE and take an elective.

Britton continues to undergo a renaissance in learning. In 2015, we were happy to announce our designation as a California State Gold Ribbon Distinguished School and a Golden Bell Award. Last year, Britton was proud to announce that we were selected for the 2016-2019 Tech Academies of Innovation partnership to develop model engineering programs. The Tech Academies of Innovation is an arm of the Tech Museum of Innovation and is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering, and math). We went through a competitive and in-depth application and selection process spanning 6 months that included: an information session with the Tech, team formation, completing a customized application, reviewed/scored by the review committee, site visit, and final deliberation/selection. Britton is currently in Year Three of the program.

Each of our classrooms are equipped with interactive whiteboards and Chromebooks that help increase student engagement, academic rigor, content mastery, and 21st Century skills. All 7th and 8th-grade students are assigned a Chromebook for their use as a student of Britton. In addition, every 6th-grade classroom contains a fully stocked Chromebook cart.

In addition to supplying Chromebooks to every student on campus, the PE department recently partnered with Specialized Bicycles to provide a unique learning experience for our students. Using Polar Heart Rate Monitors, students track their heart rates while riding one of Britton's brand new Specialized mountain bikes.

Professional Development:

Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on Positive Behavioral Interventions and Supports (PBIS), Science Technology Engineering and Mathematics (STEM), and Advancement Via Individual Determination (AVID).

Programs:

Activities- Britton continues to offer a variety of co-curricular activities on campus daily. Clubs include drama, MENCHU, dance, art, recycling, Gay-Straight Alliance (GSA), etc., Additionally, Associated Student Body (ASB) hosts four dances a year and a variety of spirit weeks throughout the school year.

AVID - AVID is an organization/program dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Britton is excited to offer two sections of AVID to support our 7th and 8th graders for the 2017/18 school year. Additionally, AVID is offered to 6th graders during the Elective Wheel. In addition to ongoing professional development, AVID teachers attended the AVID Summer Institute in July. Our AVID team includes Meredith Watts (7th Grade), Sunny Scott (8th Grade), Melissa Moralez (6th Grade).

Athletics- Britton competes as a member of the East Side Athletic League and offers the following sports/teams: Cross Country (Coed), Girls Softball, Wrestling (Coed), Girls Basketball, Boys Basketball, Girls Soccer, Boys Soccer, Girls Volleyball, Boys Volleyball, and Track and Field (Coed).

Homework Club: Our after-school homework center is available for all students and is open Monday - Thursday (3:00 pm to 3:45 pm). During that time, students can get help on their homework, study for an upcoming test, or receive additional academic support. The Homework Club is staffed with two teachers, a Cal-SOAP tutor, and our librarian.

Britton TV- BTV students produce a daily broadcast that features school and community news. This program is run through our Leadership classes, Mr. Ziegelman, and Mrs. Parker.

Cal-SOAP/Discovery Counseling- For the fourth straight year, Britton is happy to partner with Cal-SOAP and Discovery Counseling, in addition to individual/group counseling, Discovery works with our Physical Education staff to provide a Life Skills curriculum in all of our 6th grade PE classes.

English Language Development (ELD)- In addition to the two-period ELD block (for students identified as CELDT Levels 1-3) and two-period General Education English/Literacy Support classes (for students identified as CELDT Level 4-5), Britton offers a morning academy based on the nationally recognized AVID Excel program. Four days a week, EL students receive support in the following areas: Study Skills, Math, and College Readiness/Awareness.

Music- In addition to our academic renaissance, Britton currently offers three sections of music (Advanced Band, Beginning Band, and Cadet Band). Also, Britton's Color Guard program was tremendously successful last year, placing second place at the Santa Clara County Color Guard competition.

Naviance- Starting two years ago, all Britton students and parents will have access to the district's Naviance program. Students and parents can start with interest surveys, college/career exploration, and post-secondary planning.

One Yard/Intramurals- Britton recently partnered with One Yard to provide structured, play opportunities for Bobcats before school and at lunch three days a week (M-W-F). In addition, PE teacher Tony Goble offers the same opportunities for Britton students on Tuesdays and Thursdays. Starting last spring, One Yard began offering additional sports opportunities for Britton students after school twice a week. Sports include street hockey, flag football, soccer, and basketball.

Read 180/Math 180- Britton continues to use Read 180 in our general/special education classes. Read 180 is an online reading intervention program that was developed by Scholastic to provide reading comprehension strategies, tools, and assessments. It facilitates instruction with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. In addition to Read 180, Britton offers Math 180 in our general/special education classes. Math 180 is a math intervention program that utilizes technology/data and rebuilds the key progressions that struggling students need for success with algebra and higher-level math as defined by the Common Core Standards. Students in every English class are provided the opportunity to work on English skills through an individualized Lexia Power Up program. All students spend 45 minutes per week on this program to support their individual learning needs. In addition, two teachers offer targeted instruction for students before school for students who appear to be struggling.

Scholastic Achievement- Britton offers an academic club that fosters high standards of scholarship, service, and citizenship. The National History Club emphasizes service to the school and the community while fostering pride in scholastic achievement.

STEM- The cornerstone of our academic renaissance has been our implementation of STEM on campus. Along with our partnership with the Tech Museum, Britton offers many STEM-related clubs/programs: MESA (Mathematics, Engineering, Science Achievement), Robotics, Math Counts, and Coding.

Special Education- Britton offers three comprehensive programs: a Resource Specialist Program (RSP) and two Special Day Class (SDC). Five teachers and seven Paraeducators work with our special education students daily. A speech therapist and psychologist visit our school two days a week. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the area of English, Math, and/or Study Skills (1-3 periods/day). Students receiving SDC services are enrolled in four periods of small group/differentiated instruction in the areas of English, Math, History, and Science. Students receiving SDC services are mainstreamed for their elective and Physical Education.

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	254
Grade 7	277
Grade 8	311
Total Enrollment	842

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.5
Asian	5.7
Filipino	1.4
Hispanic or Latino	62.4
Native Hawaiian or Pacific Islander	0.5
White	24.5
Socioeconomically Disadvantaged	51.2
English Learners	14.0
Students with Disabilities	12.7
Foster Youth	0.1

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			
Lewis H. Britton Middle School	16-17	17-18	18-19
With Full Credential	36	34	34
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	2	1
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Lewis H. Britton Middle School	16-17	17-18	18-19
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	0	0	1

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education, Study Sync The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics, Core Connections Courses 1-3, Gr. 6-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Glencoe/McGraw-Hill Science series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	TCI History Alive The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning: Descubre Level 1 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)

Britton Middle School was formerly a high school and then became a middle school in 1973.

As part of the Measure G Bond funds, Britton received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. The Board also approved the new construction of two story classroom wings, science classrooms, a student center and administration office at the corner of Keystone Avenue and Monterey Road. Chrome books have also been provided for all grades.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The administration office (which will demolished summer 2019) and the Auditorium have some roof leaks.
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	46.0	39.0	52.0	52.0	48.0	50.0
Math	36.0	36.0	42.0	43.0	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
7	19.1	20.9	32.1

* 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	840	827	98.45	38.81
Male	432	423	97.92	32.39
Female	408	404	99.02	45.54
Black or African American	15	15	100.00	46.67
American Indian or Alaska Native	--	--	--	--
Asian	52	51	98.08	76.47
Filipino	12	12	100.00	66.67
Hispanic or Latino	518	509	98.26	28.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	204	99.03	54.41
Two or More Races	18	17	94.44	35.29
Socioeconomically Disadvantaged	419	412	98.33	25.73
English Learners	268	266	99.25	14.66
Students with Disabilities	105	104	99.05	7.69
Students Receiving Migrant Education Services	41	40	97.56	22.50
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	841	826	98.22	35.71
Male	432	422	97.69	34.6
Female	409	404	98.78	36.88
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Asian	52	51	98.08	80.39
Filipino	12	12	100	75
Hispanic or Latino	519	509	98.07	24.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	203	98.54	54.19
Two or More Races	18	17	94.44	23.53
Socioeconomically Disadvantaged	420	411	97.86	20.92
English Learners	268	265	98.88	12.08
Students with Disabilities	106	102	96.23	8.82
Students Receiving Migrant Education Services	41	40	97.56	27.5
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)

Many groups contribute to our decision-making process. Parent volunteers, students, administration, and staff compose the School Site Council (SSC), which makes many important budgetary and school plan decisions. Our English Language Advisory Committee (ELAC) is composed of parents of English learners. Department leaders from English, Math, Science, History, PE, Special Education, 6th Grade Math/Science, 6th Grade English/History, ASB, and the Elective department meet with the Principal once a week to stay abreast of school issues and provide input in all areas.

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

Our staff members and administration monitor the school grounds for 15 minutes before and after school. Administrators monitor during lunch and brunch time. We have two full-time yard supervisors that supervise the grounds. Teachers and administrators regularly review the rules for safe, responsible behavior in school and on the grounds. We have a closed campus. Visitors must enter the school through the main door and sign in at the office. Students are not allowed off campus during the school day. Also, our students and staff are trained by the Morgan Hill Police Department on Run, Hide, Defend procedures.

We revise our School Safety Plan annually as part of our School Site Council responsibilities. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We train all staff during school-wide staff meetings. We practice fire and earthquake drills monthly and hold training for staff on emergency preparedness.

Britton is in Year Two of Positive Behavior Interventions and Support (PBIS) implementation. Year Two begins the full staff implementation of teaching strategies, accolades, and expectations. The staff will review and refine the behavior expectations in the matrix established in Year One implementation. Administration and the PBIS coordinator will continue to attend additional training dates.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.1	8.7	8.8
Expulsions Rate	0.3	0.3	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
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	1
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	780

* 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 (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
English	24.0	25.0	23.0	11	11	11	12	8	7	6	10	10
Mathematics	17.0	12.0	25.0	5	6	6			10			8
Science	30.0	33.0	32.0	1			14	6	9	6	12	9
Social Science	31.0	32.0	29.0	1	1	2	9	5	9	10	13	9

* 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

Britton collaborates every Wednesday morning at 7:30 am. During this time, staff members work together to address campus-wide initiatives, work together in departments to ensure alignment across the three grade levels, receive professional development, and identify/support struggling students. This year, Britton is focusing on PBIS, STEM, and AVID.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

* 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 SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal-setting process is based on the school's mission and vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's eight priority areas. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is the constant improvement of the educational outcomes for all students.

Along with the district, the current three-year SPSA continues to be organized under three goal areas:

1. College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic, and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

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	5121.67	11.34	5110.33	78306
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-44.8	3.3
Percent Difference: School Site/ State			-32.9	2.3

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.