

Los Altos Elementary School

1332 Kenalan Drive • San Diego CA 92154 • (619) 690-5880 • Grades K-6

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



Chula Vista Elementary School District

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**Assistant Superintendent,
Innovation and Instruction Services
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School Description

Los Altos School is one of 49 schools, including charters, in the Chula Vista Elementary School District. It is located in a residential, multi-ethnic, and multiracial community in South San Diego. In 2002 Los Altos was modernized. The new design offers students and the whole school community a functionally modern and clean learning environment. Los Altos School offers instructional programs designed to meet students' diverse needs such as, Mainstream English, Structured English Immersion, and a Dual Language Immersion (English/Spanish) Program. Our students, parents, and staff exhibit a sense of pride in our school and its ethnic diversity.

The Los Altos academic program offers students an integrated curriculum centered on the California Content Standards and District adopted curriculum. Results driven teaching and learning characterizes the work teachers and staff do every day to ensure that all children meet academic standards. Los Altos is committed to providing powerful teaching and learning every day for every child in every classroom during the school day.

LOS ALTOS SCHOOL VISION:

Los Altos will embrace, promote and value biliterate and bicultural visionary thinkers who will become leaders that actively serve in their community.

LOS ALTOS ELEMENTARY MISSION:

At Los Altos Elementary School, students, parents, staff and community members collaborate toward constructing and fulfilling a vision of success for the entire school. Our school is a total learning community committed to a set of common goals that contribute to creating a culture for growth, creativity, and powerful learning. Student-based decision-making drives all educational activities, actions, and goals. Los Altos creates a learning environment that builds on children's strengths and unique talents while actively exhibiting high expectations for all students.

All segments of the school community assume leadership roles in moving our school toward a vision of educational excellence. Los Altos School is a professional community with the expertise to create the best programs for its children, staff, and parents. Powerful teaching and learning is based on current research and best practice. At Los Altos School, all children have the opportunity to reach their full potential. We plan our teaching to meet our students' individual learning needs. .

Our school values the language and culture of all students. Equity and access guide the actions and interactions of people in our school community. We create students who are prepared for the world and job market by being technologically proficient and multilingual. Our school accepts the challenges of a changing world and collectively responds to those challenges by placing children first.

Students at Los Altos School are empowered with the knowledge and skills that will enable them to adapt and transform their community and the world around them.

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	68
Grade 1	50
Grade 2	40
Grade 3	37
Grade 4	40
Grade 5	51
Grade 6	44
Total Enrollment	330

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	3.0
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.3
White	6.1
Socioeconomically Disadvantaged	84.5
English Learners	54.8
Students with Disabilities	10.3
Foster Youth	0.0

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			
Los Altos Elementary School	16-17	17-18	18-19
With Full Credential	18	18	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA		
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Altos Elementary School	16-17	17-18	18-19
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading ELA program. Guided Reading books and classroom libraries The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math! and Eureka Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Benchmark ELA materials are intergrated with Social Sciences. 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)

The school grounds, buildings and classroom environment at Los Altos Elementary School are maintained daily to support the school's current student and staff enrollment. The District maintains a planned inspection and maintenance program, which ensures routine maintenance functions are performed on a scheduled basis. The custodial staff performs daily facility checks and basic cleaning operations throughout the day for the safety and well being of all school community members. School site goal is to reach repair status grades of exemplary levels for the next inspection period.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Kitchen: Blower weak on entrance door.
Interior: Interior Surfaces	Poor	300 ext. Boys RR: sink needs chaulking ,holes in wall tile , partitions rusty , inside corner of tile cracked , vent dirty 300 ext. girls RR: sink needs chaulking, partitions dirty and have holes , walls and door dirty. 400 ext. Girls RR: left sink needs chaulking, door vents rusted seam cracking on wall, mirror peeling Admin reception: (4) Stained ceiling tile; 2 cracked ceiling tile , holes in tackboard, dirty walls, dirty vent. CR 202: #1 R/R toilet seat loose, 1 light out, door trim scratch, 2 restroom stains on walls, sink low pressure. CR 302: Dirty door and doesn't close properly, 1 ceiling tile cracked. CR 306: Dirty walls by sink CR 408: Walls and door dirty, stain on carpet. CR 501: 2 Ceiling tile cracked and small holes on tackboard, missing knob on cabinet. CR 503: Inside door doesn't shut properly, cabinet door loose. CR 603 rsp: Cleaners under sink , stained ceiling tile, vents dirty, ceiling tile warp, bookcase not secure to wall. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles. Kitchen storage office: Small hole on ceiling tile and 1 scratch Lep aide office: 2 lights off, ceiling tile scratch Library: Sink handles missing, 1 has a pin sticking out. Lounge: Cabinets has stains and broken formaica by sink. MP womens RR: Vent dirty
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	YMCA Portable: big stains on rug, few ceiling tiles loose from brackets, dirty walls, cobwebs spiders.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/31/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	CR 204: Sink missing door, 1 light off, vent dirty CR 403: 1 light off Kinder storage: Plastic cover on lighth loose, door doesn't shut properly.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	300 ext. Boys RR: sink needs chaulking ,holes in wall tile , partitions rusty , inside corner of tile cracked , vent dirty 300 ext. girls RR: sink needs chaulking, partitions dirty and have holes , walls and door dirty. 400 ext. Girls RR: left sink needs chaulking, door vents rusted seam cracking on wall, mirror peeling CR 202: #1 R/R toilet seat loose, 1 light out, door trim scratch, 2 restroom stains on walls, sink low pressure. CR 305: cleaners under sink , cabinet under sink missing 2 handles, drinking fountain too much pressure. Kitchen boys RR: right sink needs chaulking. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles.
Safety: Fire Safety, Hazardous Materials	Good	CR 304: cleaners under sink, fire extinguisher and fire alarm handle blocked. CR 305: cleaners under sink , cabinet under sink missing 2 handles, drinking fountain too much pressure. CR 603 rsp: Cleaners under sink , stained ceiling tile, vents dirty, ceiling tile warp, bookcase not secure to wall. Lep aide office: 2 lights off, ceiling tile scratch
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 503: Inside door doesn't shut properly, cabinet door loose. Kitchen boys RR: right sink needs chaulking. Kitchen girls RR: sinks need chaulking; door doesn't shut all the way, door rusting, chip on wall, ceiling paint chip, old stain on floor tiles. Play Toy: alittle rusted Playground: basketball court (near soccer goal) asphalt cracks - trip hazard, a lot of cracks on black top, kids digging under fence line their holes upper field by tether ball court.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding expectations & quality standards with electrical needs, repair issues and work orders submitted for maintenance and repairs

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	37.0	41.0	62.0	65.0	48.0	50.0
Math	28.0	24.0	49.0	51.0	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.

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	168	163	97.02	41.10
Male	88	84	95.45	39.29
Female	80	79	98.75	43.04
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	151	97.42	38.41
White	--	--	--	--
Socioeconomically Disadvantaged	153	148	96.73	39.19
English Learners	118	113	95.76	38.94
Students with Disabilities	23	23	100.00	8.70

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	168	168	100	23.81
Male	88	88	100	27.27
Female	80	80	100	20
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	155	155	100	20.65
White	--	--	--	--
Socioeconomically Disadvantaged	153	153	100	21.57
English Learners	118	118	100	19.49
Students with Disabilities	21	21	100	0

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)

Contact person: Principal Santos Gonzalez

Contact Person Phone Number: (619) 690-5880

Parents and local community members are encouraged to actively participate in the daily school functions and school-wide events. Parents are key stakeholders and are urged to take an active role in planning school goals and objectives for student achievement. Parents are a valuable asset at Los Altos School and are included in the decision-making process. Parents participate in school activities such as reading programs, field trips, fundraisers, and supporting the teacher in the classroom. A parent volunteer workroom provides a designated area for parents to help teachers prepare instructional activities. Parents are an integral part of our student support system. They participate in our Everyone a Reader intervention program and work with specific students throughout the year to develop literacy skills.

Our school psychologist, school counselor, district Social Worker and our partnership with the local Family Resource Centers, YMCA and CVESD administrative offices provide continuous training for parents on how to help their children at home with the academic grade level standards, homework and social issues. The principal informs parents about educational reform and school data, and is focused on spreading the message on the importance of attendance, tardiness, and parent commitment to their children's education as key indicator of academic success. The school reaches out to parents via phone and email messages as well as an active Facebook page.

The school has a small active ELAC and School Site Council that involve parents at the governance level for improving student achievement. Principal and staff believe input is vitally important to the success of our school and embraces a student-based decision-making model. A continuous effort by teachers, students, staff and administration will be placed in increasing parent involvement and participation. We have a promotora that works part-time at Los Altos to support parents, and build parent capacity.

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

Student safety and well being are practiced and promoted throughout the school year by activities including bi-monthly fire, emergency/disaster, earthquake, lock-down, shelter-in-place evacuation practice drills. Playground safety is promoted by ongoing supervision by the principal, classroom teachers, noon duty assistants, and custodial staff. Quarterly rules assemblies remind students and staff about the playground and school rules. Our Second Step program is taught in every classroom and promotes problem-solving among students and social emotional growth. Drug and alcohol abuse prevention, child abuse awareness, and gang involvement prevention are also areas of focus in the program of student well being. Students are able to discuss issues concerning them in student support groups facilitated by the school counselor, our Dinosaur School therapist, and school psychologist. Referrals for family crisis, counseling, etc. are forwarded to local agencies such as Rayo de Esperanza to assist with personal well being issues. Our SSC approved the Comprehensive School Safety Plan on 10/2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.4	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
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	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.6
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	21	22	2	1		2	3	3			
1	21	23	23	1			1	2	2			
2	20	20	19	1	2	2	1					
3	15	18	18	3	2	2						
4	24	22	19		1	1	2	1	1			
5	21	25	25	1			1	2	2			
6	21	19	21	1	2	1	2	1	1			
Other	11		9	1		2						

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

Professional Development provided for Teachers

Data driven, standards based, strategic staff professional development translates to student achievement. Curriculum and research-based professional development is focused, sustained and linked to student learning. It requires a deep knowledge of content, a repertoire of instructional strategies, understanding of student needs and development, and a belief that all students can learn when given the opportunity. Teachers and support staff are also given opportunities to collaborate and plan amongst the grade levels as well as vertically to seek best practices and adapt and implement them within their own grade level. The Los Altos staff uses the grade level common core state standards, assessment data and district adopted curriculum to guide and drive its instructional focus. Classroom teachers meet with Administrator at least twice a month during collaboration or individually to review student data and academic progress in Literacy, Math and Writing.

Los Altos teachers have participated in numerous trainings, workshops, and conferences provided by ESSC, in-house school site coaches and outside consultants. The principal, executive director, resource coaches plan and deliver training in the area of language arts and math. Staff development offers teachers and staff the opportunity to learn and engage in professional dialogue and research. Staff training has included a focus on Guided Reading and writing. Teachers were provided support via the side-by-side coaching model and were given opportunities to learn through grade-level PD with the coach. Most recently, our school has launched work in the area of conceptual understanding in math. The use of the Writing continuum forms the basis of our understanding of writers and the development of their skills. Teachers are focusing on Shared Writing as an extension of Shared Reading and will be moving toward using Mentor texts to develop student voice and effective writing skills.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	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

District funds were used for Extended Day Program, which focused on reading intervention; Supplemental Educational Services targeting students not performing at grade-level. One Part time program support teacher provided support for students in the area of Reading. Title I funds were used to purchase books, magazines and literacy support materials for classrooms and library. Title I funding was also used to provide a part-time Literacy and Coach for grade level collaboration or individual professional development, guidance and coaching throughout the 2017-18 year. In addition, Title 1 was used to fund a full-time school counselor that provides one-on-one support and group support to students and families.

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	\$13,142.39	\$4,644.15	\$8,498.25	\$65,626.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			4.3	-5.7
Percent Difference: School Site/ State			28.4	-9.9

* 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.