



Thurgood Marshall Elementary School (TMES)

2295 MacKenzie Creek Road • Chula Vista, CA 91914 • (619) 656-6252 • Grades K-6

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<http://schools.cvesd.org/schools/marshall/Pages/default.aspx>

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



Chula Vista Elementary School District

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District Governing Board

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**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Thurgood Marshall Elementary School (TMES), established in 1999, is located in San Diego County and serves a culturally and economically diverse population of 660 Transitional Kindergarten through sixth grade students. The Chula Vista Elementary School District, with 49 schools including charters is the largest elementary school district in California. Our diverse population includes Hispanic, Asian, Filipino, White, Two or More Races, and African American students.

Diversity is celebrated at Marshall school and the cultures of our students are incorporated into our instructional curriculum and school-wide activities. A highly visible mural facing our community proudly displays the rich cultural heritage of our students. This mural, created in collaboration with Southwestern College, is updated to reflect the cultures of our newly enrolling students. Our school community values: honesty, integrity, respect, diversity, commitment, perseverance, teamwork, equity, optimism, and creativity. We are a school committed to justice, equality, and human rights in the spirit and ideals of Supreme Court Justice Thurgood Marshall.

TMES is a caring, safe community that focuses on the academic and social/emotional development of all students.

Vision Statement

Through the use of best practices, technology, community involvement, and collaboration, we will provide an inclusive personalized learning experience that inspires lifelong learning for everyone.

Mission Statement

Through excellence, rigor, innovation, creativity, and compassion, we inspire lifelong learners.

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	120
Grade 1	83
Grade 2	87
Grade 3	77
Grade 4	83
Grade 5	97
Grade 6	110
Total Enrollment	657

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.5
Asian	6.7
Filipino	14.5
Hispanic or Latino	45.1
Native Hawaiian or Pacific Islander	0.8
White	24.8
Socioeconomically Disadvantaged	20.2
English Learners	16.9
Students with Disabilities	11.7
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			
Thurgood Marshall Elementary School (TMES)	16-17	17-18	18-19
With Full Credential	36	29	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	0	0
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			
Thurgood Marshall Elementary	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 Benchmark 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 English. An inventory of books is warehoused centrally for growth needs at the schools.

"Benchmark Advance is rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model, and enables all students to master rigorous learning goals with the support of strong differentiated instruction and responsive teaching based upon ongoing assessments.

Benchmark Advance was built specifically to meet California's unique challenges. They provide the resources you need to meet the key instructional shifts in tandem with California's ELA/ELD instructional framework, ensuring you can meet its five themes:

- Building Content Knowledge
- Meaning Making
- Effective Expression
- Foundational Skills
- Language Development"

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	Houghton Mifflin Reading K-6 and Houghton Mifflin Lectura K-6 Spanish. Adopted in 2002-03. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	GoMath Mathematics K-6, English and Spanish. Adopted in 2015. 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	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 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)

Currently, classroom space at Thurgood Marshall Elementary School supports 735 students. Currently, we have 660 students. An addition, students were overflowed during the school year as a result of limited space at certain grade levels. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Marshall custodial staff performs basic cleaning operations daily to ensure a high level of cleanliness for the students.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/1/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Multi-Purpose Womens RR: (8) loose toilet seat
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	Met with Principal, who spoke to custodial staff regarding cleanliness and simple 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	75.0	76.0	62.0	65.0	48.0	50.0
Math	61.0	62.0	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	352	344	97.73	75.87
Male	188	184	97.87	69.57
Female	164	160	97.56	83.13
Black or African American	11	11	100.00	72.73
American Indian or Alaska Native	--	--	--	--
Asian	27	23	85.19	86.96
Filipino	51	51	100.00	88.24
Hispanic or Latino	157	154	98.09	65.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	87	98.86	87.36
Two or More Races	11	11	100.00	63.64
Socioeconomically Disadvantaged	68	67	98.53	56.72
English Learners	84	78	92.86	65.38
Students with Disabilities	40	37	92.50	37.84
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	354	350	98.87	62
Male	189	186	98.41	64.52
Female	165	164	99.39	59.15
Black or African American	11	11	100	36.36
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	70.37
Filipino	51	51	100	74.51
Hispanic or Latino	158	156	98.73	53.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	87	97.75	72.41
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	69	67	97.1	46.27
English Learners	85	84	98.82	48.81
Students with Disabilities	42	38	90.48	31.58
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)

Contact Phone Number: (619) 656-6252

Thurgood Marshall staff members believe parent input is critically important to the success of our school and, therefore, embrace a student-based decision-making model. Through the school website (<http://www.cvesd.org/marshall>), principal messages, classroom communications, announcements on the school marquee, school messenger, and the monthly calendar, parents are encouraged to attend committee meetings.

These committees include: Parent Teacher Club (PTC), School Site Council (SSC), and English Language Acquisition Committee (ELAC). Parents are encouraged to attend educational workshops and parent/teacher/student conferences.

TMES employs a student based (consensus) decision making model that involves all staff and community members to determine goals and budget expenditures. Curriculum and program decisions result from analyzing current research, disaggregated data, and state content standards. When appropriate, students are also encouraged to participate in discussions relevant to issues affecting their overall educational program. Staff work to increase parent involvement by increasing communication via School Messenger, Class Dojo, Remind App, E-mail communication, Website, Flyers, PeachJar, Mustang Daily Rally, District Trainings, Parent Academy, and Curriculum Night.

Parent outreach programs and activities include: Welcome Back Student Schedule Pick-up, PTC Events, Monthly site Communication, Flyers, Peach Jar, Curriculum Night, Coffee with the Principal, Dinner with the Principal. Grades 3rd thru 6th hold end of unit social studies days, Kumeeyaay Day, Gold Rush Day, Colonial Day, and Egyptian Day. In addition, VAPA Demonstration Days, Career Day, Red Ribbon Week, Random Acts of Kindness Week, Read Across America, and Bullying Prevention Week.

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 is promoted daily. Our school-wide expectations are Be Safe, Be Respectful, and Be Responsible. During the year, TMES goes through periodic emergency drills earthquake/disaster, fire, lock-down, secure campus, shelter in place, and bus evacuation drills. Adequate playground supervision is maintained at all times. Students are educated to the dangers of drug and alcohol abuse during Red Ribbon Week, peer pressure, and the importance of making positive life choices through the Tribes, Second Step, Be a Buddy, and Sanford Harmony. Additionally, our School Safety Patrol helps ensure the physical and emotional security of our students as they walk to and from school each day. The School Site Council approved the Comprehensive School Safety Plan on October 10, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.8	1.6
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	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	1
Social Worker	0
Nurse	1.5
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	664

* 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	21	21	21	1	2	2	4	4	4			
1	24	20	26		3		3		3			
2	22	21	16			1	3	4	3			
3	18	24	22	2			3	3	4			
4	24	25	31	1	1		3	3	2			
5	29	30	24			1	4	3	3			
6	25	31	26	1		1	4	4	4			
Other		10	11		2	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

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other support staff. Activities reflect the school's goals and objectives and are part of our School Plan for Student Achievement.

This year at TMES, our learning focus is to work towards increasing academic achievement and develop social and emotional learning to inspire collaborative conversations & corporative learning for students' and staff. We are utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL) model to guide our work. This is our second year as a Sanford Harmony Demonstration School. All of our teachers are using the Sanford Harmony curriculum daily within the classroom and during our school-wide buddies. Also, we have partnered with I heart Chula Vista to have a Trauma Therapist Wanda Brothers train our staff and community on Attachment, Anxiety, Mental Health, Stress, and Coping Strategies.

We believe that this shift will help yield positive results for our students to develop their ability to solve problems and communicate their thinking in all areas of life, including math. As a community, we are building all areas of the brain so we can inspire students to take ownership of their learning. Specifically, we have three professional learning cycles. First quarter focused on the meetup. The second quarter was the buddy up. Third quarter we tapped into our students' ability to collaborated and talk with their peers ad they build their problem-solving skills. Teachers received training on the math block, three reads protocol, and math data review. Within all three cycles, teachers had professional readings. Our site ILT team paved the way for teacher learning and creating an environment for staff to thrive.

The primary focus during the 2017/2018 was to develop the growth mindset of staff and students through goals and the success criteria. Professional development was held to support teachers. Students also received lessons on growth mindset. A professional development cycle was created to support the implementation of success criteria in the area of problem-solving. Professional developments were held during the teacher contract hour. ILT meetings attended cohort sessions to support building the capacity of the ILT members. During the cycle, teachers read professional readings, visited peer classes and discuss student performance. In additional teachers received support from the principal and Resource teacher during admin designated collaboration time. Furthermore, there was a site-wide interest and investment into Sanford Harmony Social Emotional curriculum. Teachers received professional development from National University Harmony training team on how to successfully implement Harmony within the classroom. This was also done with the use of visible learning strategies such as Metacognition Strategies, Learner Goals, Learning Intentions, Reflection and Evaluation. Training last year included, but was not limited to: See..Think..Wonder, ELPAC, Data Review, Technology, Illuminate, NGSS, GATE, Metacognitive Strategies, Benchmark Education, Problem Solving in Math, Achieve 3000, Smarty Ants, Harmony, Safety training, Social and Emotional Learning, RTI, Cash Handling, and more. In addition, TMES supports the CVESD them on impacting the human spirit through relationships.

During the 2016-17 school-year, Thurgood Marshall's main focus area for the is reading and writing. During the 2015-16 school-year, it was reading comprehension. Professional development this year included: ELD, Imagine Learning, Team Building, Technology Programs, GATE, NGSS, Occupational Therapy, Speech-Language Pathology, Safety, Math, ELA, GLAD, Report Card, Close Reading, Development, Writing, Social-Emotional, Supporting the needs of students. During the 2015-16 school year, professional development included Wilda Storm Close Reading and Vocabulary Development, Go Math, SIPPS, and Achieve3000. In the 14-15 year, we received professional development on Lucy Calkins Units of Study, Socratic Seminar, vocabulary development and Achieve3000. In the 2013-14 school year, we supported teachers with 8 Mathematical Practices training, Common Core State Standards and Achieve3000 professional development.

Other staff development areas include, but is not limited to, the support an individual teacher needs: Differentiated Instruction, Technology as a Teaching/Learning Tool, Developmental Spelling, ELD Standards, Effective Reading and Writing Strategies, OARS - On-line Assessment Reporting System assessment, Intervention strategies, and Guided Language Acquisition Development (GLAD), and Common Core Standards. Professional development for teachers is provided during teacher professional development meetings on modified school days, through after-school workshops. This professional development is provided by the principal, district Resource Teacher, and an Instructional Leadership Team. New teachers receive additional training and support through the Beginning Teacher Support Assistance program (BTSA). During the 2016-17 school year, we had one teacher receiving this support. All Marshall teachers have completed training for CLAD certification. Additionally, two teachers have received National Board Certification.

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

Consolidated funds are allocated for expanding the hours of our library clerk and English Language Instructional Assistant, staff professional development, substitutes for grade level planning/equity, GATE, NGSS, and instructional supplies. School-wide schedules are flexibly designed to provide extra support to individual grade levels as determined by data analysis. We have site SST's to support the needs of students. The Resource Specialist Teacher, Resource Specialist Instructional Assistant, Limited English Proficient Instructional Assistant, and Special Day Class Teachers and Instructional Assistants (Support Staff), collaborate with general education teachers to provide intervention services.

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	\$10,854.83	\$3,928.91	\$6,925.92	\$75,366.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	4.3
Percent Difference: School Site/ State			5.2	-3.9

* 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.