

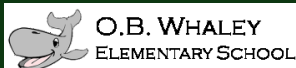
O. B. Whaley Elementary School

2655 Alvin Avenue • San Jose CA, 95121 • (408) 270-6759 • Grades K-6

Loan Dinh, Principal

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<http://obwhaley.eesd.org>



2018-19 School Accountability Report Card Published During the 2019-20 School Year



Evergreen Elementary School District

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Principal's Message

O.B. Whaley Elementary School staff believe excellence lies in maintaining high expectations for ourselves and for the approximately 342 students we serve. We collaborate to provide a Science, Technology, Engineering, Arts, and Mathematics (STEAM) program of academic excellence in which students' strengths, needs, learning styles, and talents are recognized and supported. O.B. Whaley Elementary School was honored in 1989, 1997, and 2004 as a California Distinguished School, and in 1990 as a National Blue Ribbon School of Excellence. In 2004 and 2007, we were also honored as a Title I Achieving School.

Our ethnically diverse school community has a broad socioeconomic base. Through the "Home-School Compact," parents make an annual commitment to participate in their child's education. We recognize that parent involvement is key to student success, and we invite and encourage all parents to actively participate in the educational process.

School Mission Statement

The mission of O.B. Whaley Elementary School is to provide a challenging educational environment that allows all students to develop their ability to communicate effectively, think critically, analyze, problem solve, and apply what is learned in a technical and global world.

School Equity Statement

We believe in creating an inclusive environment that supports equitable access to a high quality education, which empowers our students to actively participate in the global community by meeting the needs of the whole child- educational, physical, and social-emotional.

Administration and faculty strive for professional excellence by immersing ourselves in a continuous Cycle of Inquiry within Professional Learning Communities. We establish yearly goals and routinely measure our achievement against the district's high standards. School leaders are committed to providing staff access to the best instructional practices and professional development. A primary premise shall be that all students can and will be successful learners. By working with educational support services, emphasizing learning styles, and simultaneously involving parents in the process of educating their children, we expect all students to experience success. Student success shall be measured by student performance on a multitude of assessments. Students not achieving grade level proficiency will be quickly identified and supported with early intervention and a program of accelerated learning.

We seek to provide children a caring environment that maximizes self-esteem and inspires children's intrinsic desire to learn. We use School-wide Positive Behavioral Interventions & Supports (SW-PBIS) to promote students' ethical behavior, responsibility for self, and concern for others. The O.B Whaley staff believes and expects all students can and will behave in a reasonable manner to assure an optimum learning environment. Children will feel valued for their unique talents, and recognition will be given when students have achieved academic and civic milestones. Above all, our environment will be safe.

O.B. Whaley will provide opportunities for parent and community collaboration, thus including key stakeholders in the decision making process. We will provide educational opportunities that promote life-long learning for students and their families. We welcome and encourage families and community members to embrace the value and responsibility of education to make every child's learning experience successful.

O.B. Whaley leaders will inspire staff, parents and students to accomplish our mission through open communication, opportunities for everyone to be heard, and responsiveness to individual concern. The resulting school culture will be one that celebrates diversity and provides everyone with a sense of satisfaction, well being, and academic and social success.

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	53
Grade 2	49
Grade 3	57
Grade 4	59
Grade 5	47
Grade 6	70
Total Enrollment	385

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	1.6
Asian	28.3
Filipino	7.8
Hispanic or Latino	56.4
Native Hawaiian or Pacific Islander	0.8
White	1.3
Two or More Races	2.1
Socioeconomically Disadvantaged	69.6
English Learners	54
Students with Disabilities	8.3
Foster Youth	0.5

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 for O. B. Whaley	17-18	18-19	19-20
With Full Credential	18	16	14
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	14
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at O. B. Whaley Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Evergreen School District held a Public Hearing on October 10, 2010, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019-20 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in April 16, 2015 (Grade K-3): Engage NY Adopted in April 16, 2015 (Grade 4-5): Bridges Mathematics Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

O.B. Whaley Elementary School, originally constructed in 1965, is currently comprised of 20 permanent classrooms, 16 portable classrooms, two Head Start classrooms, two computer labs, a library, a cafeteria/multipurpose room, a staff lounge, an ASES office, and two playgrounds.

Over the past few years, the school's new library was constructed, teaching walls and air conditioning units were installed in several classrooms, and lighting and roofing upgrades were completed. The athletic field was also completely reconstructed in December 2008. Currently, two classrooms are being renovated into a STEAM (Science, Technology, Engineering, Arts, and Mathematics) Lab and new windows of permanent classrooms are being installed. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

O.B. Whaley Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by O.B. Whaley Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 20, 2019

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	
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	37	65	66	50	50
Math	38	32	61	61	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.0	26.0	18.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	233	231	99.14	37.23
Male	124	122	98.39	38.52
Female	109	109	100.00	35.78
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	69	67	97.10	62.69
Filipino	13	13	100.00	69.23
Hispanic or Latino	131	131	100.00	22.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	157	99.37	33.12
English Learners	164	162	98.78	34.57
Students with Disabilities	20	20	100.00	15.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	233	233	100.00	31.76
Male	124	124	100.00	33.06
Female	109	109	100.00	30.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	69	69	100.00	55.07
Filipino	13	13	100.00	61.54
Hispanic or Latino	131	131	100.00	17.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	158	158	100.00	27.85
English Learners	164	164	100.00	29.27
Students with Disabilities	20	20	100.00	10.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Parents and the community are very supportive of the educational program (STEAM focus) at O.B. Whaley Elementary School. Parents are encouraged to become involved in their child's education by volunteering at the school, participating in activities, and joining school committees and councils such as the English Learner Advisory Committee and School Site Council. The PTA enthusiastically supports the school community.

Throughout the year, parent/family participation activities are listed on the school's webpage, obwhaley.eesd.org, as well as communicated through PowerMessenger, the school/district call-out and email system. O.B. Whaley Elementary School offers several family engagement workshops/activities throughout the year and an annual STEAM Mini-Conference.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 270-6759.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of O.B. Whaley Elementary School. Students are supervised before school, during recess, and after school by teachers, administrators, and support staff. Lunch supervision is provided by noon-duty aides. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The school site is able to be locked along the full perimeter, and all visitors must pass through the front office in order to access the campus during school hours.

The School Site Safety Plan was last reviewed and updated in February 2019 by the Emergency Response Team (ERT) and School Site Council. It will be reviewed again this winter with a revision submission date of February 7, 2020. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	2.4
Expulsions Rate	0.0	0.0	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	2		25		2		25		2	
1	22		2		25		2		25		2	
2	23		3		23		2		25		2	
3	21	1	3		21	1	2		20	1	2	
4	34			2	22	1	1		30		2	
5	32		1	1	32		2	1	27		1	
6	30		3		31		2		30		3	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district sponsors five to seven staff development days annually in which its members participate in Professional Learning Communities. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

An Instructional Coach provides school-wide and teacher specific staff development, with a focus on implementing the Common Core approach to teaching and learning.

Selected Wednesdays and Thursdays will be scheduled for staff development activities and planning.

Teachers, the Instructional Coach, and administrator participate in ongoing STEAM/NGSS professional development with a facilitator from the Santa Clara County of Education. The focus is to provide ongoing professional learning opportunities through the integration of curriculum and real-world problem based learning.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,010	\$45,741
Mid-Range Teacher Salary	\$90,633	\$81,840
Highest Teacher Salary	\$104,878	\$102,065
Average Principal Salary (ES)	\$138,740	\$129,221
Average Principal Salary (MS)	\$141,310	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,739	\$303	\$6,435	\$111,512
District	N/A	N/A	\$9,818	\$94,781.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-41.6	16.0
School Site/ State	-10.2	31.8

Note: Cells with N/A values 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.