



John C. Fremont Elementary

2021 E. Flora St. • Stockton, CA 95205 • (209) 933-7385 • Grades K-8

Joseph Martinez, Principal

jmartinez@stocktonusd.net

<https://www.stocktonusd.net/Fremont>

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



Stockton Unified School District

701 North Madison St.
Stockton, CA 95202-1634
(209) 933-7000
www.stocktonusd.net

District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
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Maria Mendez
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District Administration

John E. Deasy, Ph.D.
Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

Principal's Message

Fremont-Lopez Elementary School continues making progress toward higher levels of academic achievement. As an effective team, we constantly meet to collaborate with all of our stake holders in order "To Provide an Environment that Inspires and Supports Student Success, Parental Involvement, and Lifelong Learning." As Fremont-Lopez's leader, I will assist in creating a safe and positive environment conducive to personal and professional learning and growth. Engaged in hard work and committed to making educational success a reality for all, I will seek opportunities to provide and support students, staff, and parents in their quest for academic excellence.

We at Fremont-Lopez Elementary, believe in building a positive school culture that promotes relationship building between staff, students, and parents. We are committed and dedicated to work as an effective team in creating positive learning opportunities that make Fremont-Lopez Elementary School a high performing school that is challenging, fun, and stimulating for our students. The students involved in the Magnet Program perform twice a year with instruments, drama, and singing.

As we continue this journey together, I would like to recognize the many efforts of our teachers and support staffs, who consistently give their best to the children in our learning community. Teachers are receiving Professional Learning Community training by Solution Tree and are being provided Common Core Training by the school district in ELA AND MATH. Teachers continue to provide instruction using effective research based instructional program that uses Direct interactive Instruction. As a team we are making a difference in the lives of our children. We have implemented a shared leadership this year at Fremont involving our teacher leaders in each of our initiatives. I commend the staff for their persistent dedication, passion and hard work in assisting our children in their quest to achieve and succeed not only at school but also in their daily lives.

Fremont-Lopez Elementary will continue reaching out to parents and the community in order to create a true learning community, where parents are well-informed of their child's instruction and progress. Through our Back to School Night, Title 1 parent meeting, School Newsletters, Adult English as a Second Language (ESL) classes, English Learners Advisory Committee (ELPIC) meetings, School Site Council (SSC) meetings, monthly Parent Coffee Hour meetings, Parent/Teacher Organization (PTSA) and Connect-Ed phone message system, we are making every effort possible to fully integrate parents into our vision. Great things lie ahead for this deserving community of learners.

Joseph Martinez, Principal

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	113
Grade 1	85
Grade 2	76
Grade 3	77
Grade 4	95
Grade 5	115
Grade 6	113
Grade 7	91
Grade 8	102
Total Enrollment	867

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	1.5
Asian	3.0
Filipino	0.0
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0.5
White	3.8
Socioeconomically Disadvantaged	89.9
English Learners	39.9
Students with Disabilities	8.7
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			
John C. Fremont Elementary	16-17	17-18	18-19
With Full Credential	30	35	37
Without Full Credential	5	7	6
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
John C. Fremont Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

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

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

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

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

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	<p>ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>FOSS (Full Option Science System) Adopted in 2007</p> <p>CK-12 Earth Science Adopted in 2016</p> <p>CK-12 Life Science Adopted in 2016</p> <p>CK-12 Physical Science Adopted in 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K-5 California Studies Weekly Adopted in 2017</p> <p>6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Fremont-Lopez Elementary has been in existence, since the 1950's. Through the use of Bond monies, there have been many projects completed on site to update and restructure classrooms and restrooms bringing the building up to code. The site has approximately 70 classrooms, and administration offices that are used on a daily basis. Two gyms, a cafeteria/multipurpose room, a library, and a computer lab are in existence and are updated and maintained regularly to meet State regulations. There are several bathrooms located in many areas of the campus and are used for students and staff. Three playground areas have been established to accommodate primary and intermediate children during the lunch and recess times. Stockton Intermediate Alternative School is located in the back of the school campus. Although the school is housed on Fremont's site it is separate and operates on its own.

Through a Healthy Start Grant a Fremont Parent Center was established to accommodate families and students with health care services. This center was created over a decade ago and is self-sustaining. The center is used to house our School Nurse, School Psychologist, Speech Therapist and other outside community partners who provide special services for our families.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Deep cleaning is planned throughout the year. Break time is used to provide the necessary deep cleaning that can only occur when students and teachers are absent from the site.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. As we continue to have budget cuts from the State, the principal and assistant principal are always looking for more effective and efficient ways to ensure that the quality of cleaning is a priority for our site.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 7/31/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	rm47: secure return vent,walls need painting,conduit box hanging from ceiling needs to be secured.
Interior: Interior Surfaces	Poor	rm102: walls need to be painted,loose and stained ceiling tiles. rm23: stained ceilingtiles rm39: walls need to be painted. rm47: secure return vent,walls need painting,conduit box hanging from ceiling needs to be secured. rm54: walls need to be painted,stained ceiling tiles. rm67: walls need to be painted,broken floor tiles,stained ceiling tiles,holes on walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	rm12: exhaust fan not working in Restrooms, panel door behind toilet needs to be snaded and painted lot of rust. rm47: secure return vent,walls need painting,conduit box hanging from ceiling needs to be secured.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/31/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	rm12: exhaust fan not working in Restrooms, panel door behind toilet needs to be snaded and painted lot of rust.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	overall: missing ceiling tile s in main hallway,paint peeling and wood rot on over hangs, cracks on walkways, barkbox remove weeds and add bark
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: missing ceiling tile s in main hallway,paint peeling and wood rot on over hangs, cracks on walkways, barkbox remove weeds and add bark
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	11.0	15.0	26.0	28.0	48.0	50.0
Math	8.0	8.0	20.0	21.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.0	13.4	8.9
7	21.1	18.9	9.5

* 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	588	586	99.66	15.36
Male	304	304	100.00	13.16
Female	284	282	99.30	17.73
Black or African American	24	24	100.00	8.33
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	11.11
Filipino	--	--	--	--
Hispanic or Latino	507	505	99.61	14.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	31.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	539	537	99.63	14.34
English Learners	331	330	99.70	9.39
Students with Disabilities	64	64	100.00	3.13
Students Receiving Migrant Education Services	12	12	100.00	0.00
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	588	586	99.66	8.02
Male	304	304	100	9.21
Female	284	282	99.3	6.74
Black or African American	24	24	100	8.33
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	0
Filipino	--	--	--	--
Hispanic or Latino	507	505	99.61	7.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100	13.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	539	537	99.63	7.82
English Learners	331	330	99.7	5.76
Students with Disabilities	64	64	100	6.25
Students Receiving Migrant Education Services	12	12	100	0
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)

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

After School Programs

Rosetta Stone

Counseling services when available

English Language Advisory Committee (ELPIC)

English Language Learner Instruction and Support (ELD)

English as a Second Language for Adults (ESL)

Family Health Centers and programs when and where available

Parent Resource Center

Parent Coffee Hour

Parent/Student conferences when possible

Parent/Teacher Organizations (PTSA)

School Site Council (SSC)

University of the Pacific (student volunteers)

Parent Academy

Site Contact Personnel

The school believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating television viewing
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom

Parents and community members who wish to become a part of the school community should call the school's office at (933-7385).

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 school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. We complete a site review with the district Safety Inspection Checklist which occurs quarterly.

A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Readiness and Emergency Management for Schools (REMS) identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis.

A safety team has been formed and meets three times a year. During the meetings the team analyzes safety data, plans table top discussions, discuss safety issues, address concerns and creates policies and procedures to provide a safer environment for our students and staff.

Every effort is made to ensure students are monitored while on campus throughout the school day. Our Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The custodian inspects the grounds before the students come on campus. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	21.9	13.7	9.9
Expulsions Rate	0.2	0.0	0.5
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
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	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.43
Psychologist	.5
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.4
Other	1.00
Average Number of Students per Staff Member	
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.

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	18	23	22	7	1	1	4	10	8			
1	25	25	21	2	1	5	6	7	4			
2	25	22	22	2	3	3	7	7	7			
3	25	23	19	2	3	4	9	7	6			
4	25	26	26	2	1	2	9	10	4			2
5	20	23	28	2	3	1	6	7	8		2	
6	24	24	26	4	3	2	2	4	8	4	2	1
Other	25			1			3					

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development for West Ed. , Turn Around Arts, Instructional coaches provide on going PD to teacher.

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
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

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

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	6424.42	927.7	5496.72	73677.40
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-12.1	6.8
Percent Difference: School Site/ State			-17.8	-7.3

* 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.