



# San Joaquin Elementary

2020 South Fresno Ave. • Stockton, CA 95206 • (209) 933-7280 • Grades K-8

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<http://www.stocktonusd.net/SanJoaquin>

## 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](http://www.stocktonusd.net)

#### District Governing Board

- Cecilia Mendez
- AngelAnn Flores
- Kathleen Garcia
- Lange Luntao
- Maria Mendez
- Scot McBrian
- Candelaria Vargas

#### 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**

### School Description

San Joaquin educators, support staff and administrators are committed to ensuring that teaching excellence, and student learning are assigned the highest priority, while at the same time maintaining a safe, secure and efficiently managed educational environment. As part of San Joaquin’s professional learning community, adults work collaboratively to acquire deeper knowledge about research proven instructional practices, analyze and act upon pupil assessment data, and make decisions which positively impact student learning.

Our expectation at San Joaquin Elementary school is that every student demonstrates exponential academic growth and meets or exceeds grade level standards, as demonstrated by the results of standardized district and state assessments. Teachers collaboratively plan instruction which is tailored to students’ diverse learning styles and present levels of performance. In this way, teachers are able to connect with pupils in the way they best learn. San Joaquin affords students the opportunity to explore learning through a variety of lenses. Technology, art, music, science, hands-on-learning, library, health and physical fitness, informational assemblies, educational field trips, and leadership opportunities are several means by which students' educational experiences are enhanced at San Joaquin Elementary School.

San Joaquin’s 10-Point Plan for Student Achievement is as follows:

- 1) Every student exceeds his or her ELA & Mathematics target goals by at least 10% as measured by the Spring, 2019 Measures of Academic Progress (MAP) Tests.
- 2) Collectively, San Joaquin Elementary School students will advance by 5% on both the Mathematics and ELA sections of the 2018 SBAC.
- 3) Every EL student will advance by at least 1 achievement level on the CELDT (California English Language Development Test).
- 4) By the end of the 2018/2019 school year, every 3rd grade student will read fluently and with comprehension of at least 3.4-3.9 as demonstrated by the 2019 SBAC.
- 5) Among San Joaquin's professional learning community, there is demonstrated strong commitment to student achievement among teaching professionals, classified staff, support personnel, parents, pupils and the administration.
- 6) Teachers, administrators and support staff analyze student assessment data in order to plan instruction which leads to at least a 5% gain in student achievement, as measured by Spring 2019 SBAC and MAP ELA & Mathematics assessment results.
- 7) There is demonstration of K-8 AVID implementation at San Joaquin Elementary.
- 8) Teacher professional development focuses on student data analysis, planning for and implementation of Best Instructional Practices, and continuous assessment to determine the degree of student mastery
- 9) San Joaquin Elementary demonstrates commitment to Positive Behavior Intervention Strategies in order to improve student behavior and school climate.
- 10) San Joaquin Elementary will increase parent involvement by offering monthly parent education coffee hours, quarterly English Language Parent Involvement Committee meetings and opportunities to volunteer on campus.

Our commitment to San Joaquin students and their families is to “grow” motivated, inquisitive, creative scholars who impact the global community.

**MISSION STATEMENT:** The purpose of San Joaquin Elementary School is to provide a professional learning community where high expectations and rigorous learning opportunities prepare all students to meet or exceed grade level standards, as well as meet the future demands of the 21st Century global community.

**VISION STATEMENT:** San Joaquin Elementary School shall promote a college and career centered learning environment where academic excellence, character development, leadership and service to the community are defining elements of the educational program.

### 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	80
Grade 1	81
Grade 2	81
Grade 3	81
Grade 4	97
Grade 5	99
Grade 6	106
Grade 7	102
Grade 8	95
<b>Total Enrollment</b>	<b>822</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	10.9
American Indian or Alaska Native	1.2
Asian	4.6
Filipino	13.7
Hispanic or Latino	62.8
Native Hawaiian or Pacific Islander	1.1
White	2.7
Socioeconomically Disadvantaged	79.8
English Learners	26.2
Students with Disabilities	10.5
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			
San Joaquin Elementary	16-17	17-18	18-19
With Full Credential	33	28	27
Without Full Credential	3	6	9
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			
San Joaquin Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	1
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

San Joaquin Elementary School was dedicated in August 1999. The condition of the buildings at San Joaquin Elementary School is good.

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR).

#### 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.

#### 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. Administrators work daily with the custodial staff to develop cleaning schedules to ensure a safe as well as immaculate campus.

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: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	A-4: missing baseboard on north wall, B-2: cracks on floor tiles. EE-4: stained ceiling tiles,rips on carpet. Multi-purpose kitchen: broken floor tiles, missing baseboard on stage steps.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: kinder bark box low,cracks on walkways unlevelled.
<b>Overall Rating</b>	<b>Good</b>	

## 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	28.0	28.0	26.0	28.0	48.0	50.0
Math	23.0	19.0	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	28.9	18.6	9.3
7	23.8	12.9	19.8

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	589	579	98.30	27.81
<b>Male</b>	284	277	97.54	25.27
<b>Female</b>	305	302	99.02	30.13
<b>Black or African American</b>	72	72	100.00	11.11
<b>American Indian or Alaska Native</b>	11	10	90.91	10.00
<b>Asian</b>	25	25	100.00	36.00
<b>Filipino</b>	77	74	96.10	58.11
<b>Hispanic or Latino</b>	364	358	98.35	23.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	17	17	100.00	29.41
<b>Two or More Races</b>	17	17	100.00	29.41
<b>Socioeconomically Disadvantaged</b>	472	464	98.31	23.28
<b>English Learners</b>	224	218	97.32	23.39
<b>Students with Disabilities</b>	74	72	97.30	8.33
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	590	585	99.15	19.15
<b>Male</b>	284	280	98.59	20
<b>Female</b>	306	305	99.67	18.36
<b>Black or African American</b>	72	71	98.61	14.08
<b>American Indian or Alaska Native</b>	11	10	90.91	10
<b>Asian</b>	25	25	100	20
<b>Filipino</b>	77	77	100	44.16
<b>Hispanic or Latino</b>	365	362	99.18	14.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	17	17	100	23.53
<b>Two or More Races</b>	17	17	100	11.76
<b>Socioeconomically Disadvantaged</b>	473	468	98.94	16.67
<b>English Learners</b>	224	224	100	11.16
<b>Students with Disabilities</b>	74	72	97.3	11.11
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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)**

Parents play a pivotal role in the academic success of their children. At San Joaquin School we encourage and welcome the support and participation of parents as we strive to advance each child to proficiency in English Language Arts, Mathematics, and Science. Parents can support learning at San Joaquin School by:

- 1) Making sure their children arrive at school every day on time and ready to learn.
- 2) Providing adequate rest and appropriate diet.
- 3) Checking homework and making sure it is in student's back pack and ready for the next day.
- 4) Ensuring that their child reads 20-30 minutes per day.
- 5) Drilling your child daily until he/she knows all grade-level-appropriate math facts.
- 6) Establishing rules at home which will carry over into the school setting.
- 7) Support the school in the establishment and implementation of discipline policies.

Parent Participation Opportunities at San Joaquin School:

- 1) Parent Volunteer
- 2) Parent/teacher conferences
- 3) Back-to-School Night
- 4) Family: Literacy Night, Math Night, Science Night, & Technology Night
- 3) Monthly parent education coffee meetings.
- 4) English Learner Parent Involvement Committee
- 5) School Site Council
- 6) Parent Teachers Organization (PTO)
- 7) Assist with extracurricular activities.
- 8) Chaperone field trips.
- 9) Assist with coaching sports and cheerleading teams.

All school volunteers must have fingerprint and TB clearance by Stockton Unified School District. Parents and community members are encouraged to contact the school office for more information about volunteering at San Joaquin School.

**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**

San Joaquin School places strong emphasis upon ensuring the safety of students and staff. The administration, campus security assistant, custodial team and staff continually monitor our school’s facilities to ensure compliance with all federal, state and district level health and safety guidelines. In the event of a facility or campus emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate students and staff as per San Joaquin’s Readiness and Emergency Management School Plan (REMS). Key elements of the plan include a list of REMS personnel and the responsibilities of each, emergency drill schedule, facilities inspection routines, school-wide emergency procedures, evacuation guidelines, and a schedule of REMS Table Talk preparedness exercises for staff. This plan was updated on July 1, 2017.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.1	3.8	5.1
Expulsions Rate	0.0	0.1	0.0
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)	0.80
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	.5
Social Worker	.12
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.6
Other	2.00
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	17	17	14	4	4	8	4	4				
1	23	23	23	3	3	3	6	6	6			
2	25	21	21	3	4	3	6	6	6			
3	23	22	21	3	3	3	6	6	6			
4	23	25	24	3	3	3	4	2	6	2	4	
5	24	23	24	3	3	3	4	6	5	2		1
6	24	21	19	3	6	6	6		2		6	4
Other	14			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

2018/2019 Professional Development Focus is a follows:

- 1) Common Core Standards Units of Study Implementation
- 2) Development of Common Formative Assessments
- 3) Creation of SMART goals from Common Core State Standards
- 4) AVID Implementation Strategies
- 5) Writing Across the Curriculum - Determined by student assessment data (MAP, SBAC, and student writing samples.)
- 6) Professional Learning Communities information from 2018 Summer Las Vegas PLC conference.
- 7) Analysis of Student Assessment Data - Teachers analyze pupil assessment data in order to adjust instructional practices to students' academic needs.

Ongoing teacher support is provided by:

- 1) Instructional Coach
- 2) Program Specialist
- 3) Professional Learning Communities collaboration meetings.
- 4) Data team meetings
- 5) Leadership team meetings
- 6) Ongoing professional development in creating common formative assessments
- 7) Demonstration lessons by instructional coach.

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/](http://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	6390.59	1133.71	5256.89	77507.23
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-16.5	11.8
Percent Difference: School Site/ State			-22.3	-2.2

\* 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.