



# Hazelton Elementary

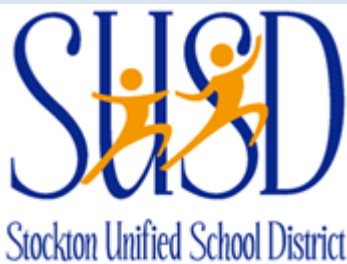
535 W. Jefferson St. • Stockton, CA 95206 • (209) 933-7210 • Grades K-8

Victor Zamora, Principal

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

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



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
**Board Clerk, Area 1**

AngelAnn Flores  
**Area 2**

Kathleen Garcia  
**Board Vice President, Area 3**

Lange Luntao  
**Board President, Area 4**

Maria Mendez  
**Area 5**

Scot McBrián  
**Area 6**

Candelaria Vargas  
**Area 7**

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Nik Howard  
**Interim Assistant Superintendent  
of Human Resources**

MaryJo Cowan  
**Assistant Superintendent of  
Educational Support Services**

Sonjhia Lowery  
**Assistant Superintendent of  
Educational Services**

#### **VISION STATEMENT:**

Our Hazelton Family commits to building an environment of excellence and continuous growth as we empower children to be effective critical thinkers and lifelong learners.

#### **MISSION STATEMENT:**

Our mission, as Hazelton Hawks, is to create an environment of safety, respect, responsibility and academic excellence for all.

School Motto:

Respect, Responsibility...Results!

#### **PRINCIPAL' S MESSAGE**

We welcome you and your child to Hazelton Elementary School. We believe Hazelton offers an outstanding educational program for ALL our students. Our staff works hard to create an atmosphere where academics are rigorous and the learning environment is supportive and positive. We believe all of us, the school, home, and community must work together to ensure the success of our students.

We would like to encourage your active participation in the education of your child both at home and at school. Whether you are a classroom volunteer or a member of a school committee, your participation is important. School research clearly demonstrates that parent participation in their child's school coincides with a greater likelihood of school success for their child.

Sincerely,

Victor Zamora, Principal

#### **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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

#### **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.

## 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	75
Grade 1	78
Grade 2	103
Grade 3	94
Grade 4	79
Grade 5	97
Grade 6	92
Grade 7	97
Grade 8	98
<b>Total Enrollment</b>	<b>813</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.7
Asian	4.3
Filipino	3.9
Hispanic or Latino	77.6
Native Hawaiian or Pacific Islander	0.2
White	1.8
Two or More Races	2.1
Socioeconomically Disadvantaged	91.6
English Learners	30.5
Students with Disabilities	9.8
Foster Youth	1.1
Homeless	8.7

## 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 Hazelton Elementary	17-18	18-19	19-20
With Full Credential	23	24	28
Without Full Credential	8	10	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

### Teacher Misassignments and Vacant Teacher Positions at Hazelton Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	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)

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: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 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)

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. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Improvements

In the fall of 2009 the primary playground asphalt was resurfaced to increase safety of the area.

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: 7/9/2019**

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	Multipurpose Room: entrance door & frame-paint, walls-paint Rm-A-1: dumtar-repair, ceiling tiles stained-replace some, walls & bookshelves-paint, sink countertop-repair, entrance door & frame-paint Rm-C-1: entrance door & frame-paint, dumtar-repair, interior doors & frames-paint Rm-G-2: bookshelves-paint Rm-G-5: ramp & handrails-paint, exterior walls-paint, entrance door & frame-paint, dumtar-repair, windowsills & frames-paint South/West Boys R/R: entrance door & frame-paint, wall tiles some-fill in holes, partitions carved into-replace South/West Girls R/R: entrance door & frame-paint, galvanize trashcan-replace, mirror scracthes-replace, ceiling tiles stained-replace some
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	North Boys R/R: entrance door & frame-paint, galvanize trashcan-replace North Girls R/R: entrance door & frame-paint, galvanize trashcan-replace Rm-A-1: dumtar-repair, ceiling tiles stained-replace some, walls & bookshelves-paint, sink countertop-repair, entrance door & frame-paint Rm-A-12: entrance door & frame-paint, walls-paint, sink countertop-repair, windowsills-paint
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Kitchen: entrance door & frame-paint Multipurpose Room: entrance door & frame-paint, walls-paint North Boys R/R: entrance door & frame-paint, galvanize trashcan-replace North Girls R/R: entrance door & frame-paint, galvanize trashcan-replace Rm-A-1: dumtar-repair, ceiling tiles stained-replace some, walls & bookshelves-paint, sink countertop-repair, entrance door & frame-paint Rm-A-12: entrance door & frame-paint, walls-paint, sink countertop-repair, windowsills-paint Rm-C-1: entrance door & frame-paint, dumtar-repair, interior doors & frames-paint Rm-G-5: ramp & handrails-paint, exterior walls-paint, entrance door & frame-paint, dumtar-repair, windowsills & frames-paint South/West Boys R/R: entrance door & frame-paint, wall tiles some-fill in holes, partitions carved into-replace South/West Girls R/R: entrance door & frame-paint, galvanize trashcan-replace, mirror scracthes-replace, ceiling tiles stained-replace some
<b>Overall Rating</b>	<b>Fair</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

### 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	19	23	28	31	50	50
Math	7	15	21	21	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	20.0	13.7	5.3
7	20.0	15.8	12.6

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	548	527	96.17	23.19
Male	255	248	97.25	20.24
Female	293	279	95.22	25.81
Black or African American	47	43	91.49	14.29
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.30	50.00
Filipino	28	27	96.43	51.85
Hispanic or Latino	424	412	97.17	20.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	8	72.73	12.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	508	491	96.65	22.65
English Learners	270	263	97.41	15.97
Students with Disabilities	45	41	91.11	9.76
Students Receiving Migrant Education Services	16	16	100.00	12.50
Foster Youth	--	--	--	--
Homeless	66	62	93.94	6.06

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	548	531	96.90	14.50
Male	255	251	98.43	16.33
Female	293	280	95.56	12.86
Black or African American	47	43	91.49	9.30
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.30	30.77
Filipino	28	27	96.43	33.33
Hispanic or Latino	424	417	98.35	12.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	7	63.64	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	508	493	97.05	12.78
English Learners	270	268	99.26	8.58
Students with Disabilities	45	40	88.89	5.00
Students Receiving Migrant Education Services	16	16	100.00	6.25
Foster Youth	--	--	--	--
Homeless	66	60	90.91	9.09

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)

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
- Counseling services English Language Advisory Committee (ELAC)
- English Language Learner instruction and support (ELD)
- Parent/Student conferences when possible
- Parent/Teacher organizations (Booster Club/PTC)
- State Pre-Schools
- School Site Council (SSC)

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 and participate should call the school's office at 933-7210.

#### 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 adheres strongly to the Emergency Response Crisis Management (ERCM) preparing staff, students and parents with appropriate instructions, training and practice in how to act and react in case of an emergency. All conceivable actions are taken to ensure the safety and welfare of students and staff. 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. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

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 Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a monthly basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators, and school staff provide supervision for students before and during school. The playground is safe for all students and gates are all closed limiting access to our campus during the school day. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.5	6.9	5.3
Expulsions Rate	0.0	0.3	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

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*	813.0

\* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.3

\* 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 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	21	1	6		18	2	6		18	3	6	
1	27	1	7		25	1	7		23	1	7	
2	29		7		23	2	6		24	1	8	
3	23	3	6		24	1	7		22	3	7	
4	30		5	2	27	2	6		23	2	6	
5	31		5	2	26	1	7		30		7	
6	29	1	7		29	1	3	4	27	1	7	
Other**	14	1			7	1						

\*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	3	3	3

The primary staff development focus has been 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 2017-2018 and the related CAASPP state assessment to be implemented in spring of 2018.

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 2016-2017 and 2017-2018. This year, 2018-2019, teachers new to Stockton Unified, or who request additional subject content training will be provided opportunities offered through our Staff Professional Development Center (PDC). Hazelton teachers will continue developing it's Professional Learning Community (PLC) to fully implement Common Core Units of Study, AVID (Advancement Via Individual Determination) and PBIS (Positive Behavior Intervention and Support). Additionally, onsite instructional coaching is provided for every Hazelton teacher.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

\* 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/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,069	\$1,334	\$5,735	\$60,354
District	N/A	N/A	\$6,928	
State	N/A	N/A		\$

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.8	-18.8
School Site/ State	-34.0	-28.9

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.