

Toro Park School

22500 Portola Drive • Salinas CA, 93908 • (831) 484-9691 • Grades K-3

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



Washington Union Elementary School District

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District Governing Board

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District Administration

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Superintendent

Carissa Edeza
**Principal, Special Education
Director**

Joseph Carnazzo
Principal, Technology Director

Whitney Meyer
Principal, Curriculum Director

School Description

Principal's Message

Toro Park Elementary School focuses on the unique social, emotional, and academic needs of students in grades TK-3. The curriculum at each grade level includes reading, spelling, writing, mathematics, science, social studies, health, physical education, art, and music. The specific instruction at each level is based on the California State Standards for that particular grade. Teachers plan learning activities that build on the interests and extend the skills of young learners. They use a variety of materials and creative teaching strategies to motivate the students and to make learning fun and challenging. Field trips, guest speakers, and special assemblies are curriculum related and help connect concepts learned in school to life outside the classroom.

The school serves approximately 380 students in Transitional Kindergarten through third grade, with a school wide average class size of 24 students. Toro Park School provides a Transitional Kindergarten program, to serve children who need the gift of time that is essential to becoming more confident as they move to the next level of academic achievement. The Transitional Kindergarten program has a comprehensive curriculum that meets the needs of the child at a pace adapted to best suit their abilities. Skills are addressed in social development, attention and concentration, and academics. This class functions as a true transition between the child-centered curriculum of preschool and the academic expectations of elementary school. Transitional Kindergarten students must turn five years of age between September 2nd and December 2nd. The expectation for students enrolled in this class is that students will attend a regular kindergarten class the following year.

Academic learning is the primary focus of the school. Other areas, however, are also emphasized. Students at Toro Park learn the importance of getting along with peers, as well as learning appropriate social skills, practicing self-control and tolerance, working hard and feeling pride in a job well done, and developing civic responsibility. These are all important life lessons that are incorporated into the school experience and supported by the "Kelso's Choices" and character education programs adopted by the school site.

Each grade level receives additional instructional support from instructional assistants. Students from the Toro School for the Deaf and Hard of Hearing located on campus are mainstreamed into the Transitional Kindergarten, kindergarten, and first grade classes with interpreters. Students with disabilities are included in grade level classes, with support provided by the Learning Center staff. Student's academic, and social and emotional needs are met within the general education classroom or in the Learning Center. School based counseling services are available for students who are struggling socially or emotionally.

All students participate in the Art Docent Program, which is organized on a District level. Each class receives one hands-on art lesson and one picture of the month lecture each month, presented by parent volunteers. Each year in May student art is displayed at the District Art Show.

Toro Park students participate in a Dance Festival each year, which is organized by each grade level. Additionally, each grade level has one performance during the year that incorporates singing, dancing, and/or drama.

The Toro Park School motto is “A Great Place to Start.” The staff, students, and parents all work together to make that motto a true reflection of the school experience for each child.

The Washington Union School District Vision is :

"Our students will achieve personal success in their learning and become respectful, responsible, and productive citizens."

The Washington Union School District Mission Statement is:

- To create a safe, friendly, dynamic learning environment that teaches respect and kindness as core values;
- To promote excellence in student academic achievement challenging the ability of each individual;
- To nurture positive personal, social and civic growth and responsibility; and
- To instill a lifelong love of learning.

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	104
Grade 1	108
Grade 2	88
Grade 3	78
Total Enrollment	378

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	4.5
Filipino	1.9
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	0.3
White	59.3
Two or More Races	7.1
Socioeconomically Disadvantaged	11.9
English Learners	3.2
Students with Disabilities	6.9

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 Toro Park School	17-18	18-19	19-20
With Full Credential	17	17	17
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Washington Union	17-18	18-19	19-20
With Full Credential	♦	♦	44
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Toro Park School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
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)

The District selects textbooks in a cooperative effort with the three schools in the District. During the year, a committee composed of teachers and an administrator, examines all the State-approved textbooks in a content area. The textbooks are evaluated on their alignment with the California State Standards, their appropriateness for the District, their clarity, the teacher support materials, and their instructional appeal. Once the committee has made a recommendation, the District's Governing Board then reviews and takes action to approve the textbook.

Once the District adopts the textbook, each student receives a copy of the book. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home. In addition, the newly adopted text books are available online for student and parent use.

Textbooks and Instructional Materials**Year and month in which data were collected: 08/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: McGraw-Hill, Wonders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2015: Go Math, California HMH The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007: California Science, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2019: myWorld, Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The first building at Toro Park School, the current Administration, and Media Center Building, was constructed in 1974. Since then, the school has added a permanent kindergarten complex (in 1992), and three permanent buildings (in 2004) that each contain six classrooms.

The school facilities provide students with an updated, pleasant learning environment and classroom internet access. The entire school site is handicapped accessible. Located in a suburban setting, the school abuts the hills of the Fort Ord National Monument, which in the springtime provides a lovely green vista, often covered with grazing sheep. The school's library holds a collection of 10,000 books or about 25 books for each student on campus. Proceeds from the school's Book Fairs are used to purchase books for the library. The computer lab is equipped with 25 computers, all connected to the internet, and each classroom teacher has a laptop computer. Each classroom has at least one computer connected to the internet.

A blacktop area with court games, a field area for ball sports, and a large play structure comprise Toro Park's play area. An additional play area specifically designed for 3-5 year olds was installed in November 2011. This playground is a joint effort with the Toro School for the Deaf and Hard of Hearing and Toro Park School to serve the needs of preschool and kindergarten students. The buildings and grounds are attractive, clean, and safe. The community Pony League Association maintains the fields. District maintenance personnel maintain the other school grounds and the playground. 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. The classrooms and restrooms are cleaned daily by the school custodial staff, which consists of one full-time day custodian, one full-time evening custodian, and one part-time evening custodian. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/22/2019

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	80	62	74	72	50	50
Math	65	60	62	57	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.

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	78	78	100.00	62.34
Male	40	40	100.00	58.97
Female	38	38	100.00	65.79
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100.00	55.00
White	50	50	100.00	68.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00	50.00
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	27.27

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.

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

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	78	78	100.00	60.26
Male	40	40	100.00	52.50
Female	38	38	100.00	68.42
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	21	21	100.00	38.10
White	50	50	100.00	68.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00	33.33
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00	36.36

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)

Toro Park School has a comprehensive volunteer program, which enables parents and community members to support the school in many ways. Volunteers help in the classrooms, library, and wherever needed. They prepare learning materials, chaperone field trips, plan celebrations and special events, share a special interest or hobby, or serve on various committees. Approximately 75 volunteers assist with classroom activities. Additionally, the standards based art program is run entirely by parent volunteers. They do everything from teaching hands on art projects to presenting Picture of the Month art history lessons in the classrooms.

School Site Council (SSC) is composed of parents and school staff. The School Site Council meets six times per year to monitor the implementation of the Single School Plan for Student Achievement and discuss issues pertinent to the school site and District such as the LCFF, LCAP, and the Strategic Plan.

Parents' Club is a volunteer organization that works to provide funds for school activities. Parents' Club meets monthly and is composed of parent volunteers and a school site representative. The Parents' Club hosts the Harvest Carnival and various fundraisers throughout the year. Additionally, they help build a sense of community in the district by selling spirit wear and hosting family events such as Family Paint Night, Holiday Gift Fair, and Mom's Night Out. Funds raised by Parents' Club are gifted back to the district for each of the three schools to use for supplementing the curriculum. The Toro Park School community enjoys enrichment activities and assemblies thanks to the generous donation provided by Parents' Club each year.

Washington Union Educational Foundation (WUEF) raises funds to support art, music, and technology in the District. The WUEF Board is composed of parent volunteers and holds multiple fundraisers throughout the year. The Fill the Dish Campaign and the annual Dinner Dance and Auction are the biggest fundraisers hosted by WUEF. Supplemental fundraisers such as See's Candy and Yankee Candle sales are held to help reach fundraising goals. The hard work and generous financial contribution provided by WUEF are greatly appreciated by all members of the school community.

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

Students attend school in a safe and orderly environment. The school maintains a closed campus, and students are carefully accounted for and checked in and out through the front office. Gates are locked during the school day to keep unauthorized individuals from entering campus without first checking through the school's office. Parent volunteers and other visitors wear identification tags, identifying them as visitors to the campus.

Students are supervised during lunch and recess times by school staff.

Staff members also monitor student behavior at arrival and departure times. Many procedures are implemented to ensure safety as students move from place to place on the school site. The students are also instructed in bus safety and participate in monthly classroom evacuation drills. Toro Park School's Safety Plan was last reviewed and modified in January 2020 to reflect accurate descriptions of room evacuation routes, and individual responsibilities in times of emergency. The plan includes procedures for emergencies, ranging from an intruder on campus to an earthquake.

The school staff reviews the plan each year and then practices emergency procedures with the students throughout the duration of the school year.

Several school staff, including the health aide, have received first aid training. Student emergencies are handled quickly and appropriately. Parents are contacted immediately if their child sustains a serious or head injury and, if necessary, 911 is called.

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

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.9	0.5
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)	1.0
Other	

* 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* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	1	4		25		5		21	1	4	
1	20	2	2		24		4		27		4	
2	23		4		20	3	1		22		4	
3	26		4		23		4		26		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	18	18	18

The District devotes one-half day during every school year to teachers' professional development. In addition to 16 collaboration days, the District uses one minimum day for teacher collaboration and professional development. Three additional minimum days support teachers in report card completion. The District's Strategic Plan, current changes in State Standards and textbooks, teacher feedback about training needs, and local and State requirements govern the training content each year.

Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments to enhance their instructional practices. Teachers are encouraged to enroll in college and university courses related to their assignment; completion of these courses entitles them to advance on the District's salary schedule. Teachers new to the profession participate in the Induction Program, designed to support new teachers through training and individual coaching.

In 2017-18, the District offered staff training in the following areas:

- County Induction Program
- Coding in the Classroom
- The Effect of Trauma on the Developing Brain
- Mandated Reporter Training
- Working with Students with Maladaptive Behavior due to Trauma
- MTSS Implementation
- Mindfulness in the Classroom
- When and How to Access Behavioral Health

In 2018-19, the District offered staff training in the following areas:

- CAST training
- Universal Design for Learning
- Trauma Informed Teaching
- Specialty training in the area of: Autism
- Specialty training in the area of: Behavior
- Teacher Technology in the Classroom
- Student Technology in the Classroom
- Social Studies Adoption Pilot Program
- Next Generation Science Standards Grade Level Implementation
- Social Studies Standards Grade Level Implementation
- Zones of Regulation

In 2019-20, the District will offer staff training in the following areas:

- Beginning Teacher Induction Program & Administrator Induction
- Mandated Reporter Training, Sexual Harassment, Pest Management, Blood Borne Pathogens
- SELPA Behavior Series & Autism Training
- Teacher and Student Technology in the Classroom
- Next Generation Science Standards and California Science Test
- STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- Math: Articulation, Equity and Access, and CAASPP Performance Tasks
- Understanding of Data Analysis
- IXL Implementation
- Safety and Situational Awareness

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,893	\$45,252
Mid-Range Teacher Salary	\$63,265	\$65,210
Highest Teacher Salary	\$83,470	\$84,472
Average Principal Salary (ES)	\$98,578	\$107,614
Average Principal Salary (MS)	\$101,758	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$135,195	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	31%
Administrative Salaries	5%	7%

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

Types of Services Funded

Title 1: Students in grades TK-3 are supported by these funds. Early intervention is provided to identified students by instructional assistants and certificated teachers.

Class Size Reduction (CSR): The District participates in the Class Size Reduction program for K-3 grade levels. Student enrollment is kept at a schoolwide average of 24 students.

Special Education: Students who have been identified as having a learning disability qualify for additional services through the District's Special Education Program. Special education students at each school receive services from a resource specialist, or a speech and language pathologist, in alignment with the goals and objectives as determined by their Individualized Education Plan (IEP). Students with more severe disabilities receive services from the Monterey County Office of Education's Special Education program.

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	\$6,700.67	\$715.52	\$5,985.15	\$59,217
District	N/A	N/A	\$6,423.26	\$65,236.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.8	-9.8
School Site/ State	5.4	-2.9

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.