

# Discovery Elementary School

730 Applewilde Dr • San Marcos • 7602902077 • Grades K-5

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

Disc

**San Marcos Unified School  
District**

255 Pico Ave., Ste. 250  
San Marcos  
(760) 752-1299  
[www.smusd.org](http://www.smusd.org)

**District Governing Board**

for Discovery Elementary School

## School Description

At Discovery Elementary School our vision is to create well-rounded students who are socially and academically prepared to be lifelong learners and problem solvers. Our mission is to be an equitable learning community which excels by building relationships, emphasizing a variety of disciplines, and encouraging perseverance, curiosity, creativity and critical thinking. Discovery Elementary School emphasizes a variety of disciplines through STEAM education. Students at Discovery are engaged in art instruction, music education, science, engineering and design thinking through our Makerspace, as well as coding, programming, and technology in our Innovation Lab.

### 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	111
Grade 1	91
Grade 2	93
Grade 3	94
Grade 4	84
Grade 5	101
Total Enrollment	574

The Discovery Elementary School staff believes that all students should be provided with high academic and behavioral standards, and we are committed to the pursuit of excellence for all students. Our staff is professionally skilled and personally committed to meeting the needs of every student. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so that all students feel valued and encouraged to achieve their personal best.

Discovery has an enthusiastic and motivated group of students and parents. We work closely with our families and believe that they are a critical part of the success of our students. We are committed to clear and on-going communication between home and school, and together, we have created a school community where students, parents, and staff are proud to call Discovery Elementary their school.

Discovery Elementary School has been awarded the California Distinguished School Award Designation in 2006, 2010, and 2014. Discovery Elementary awarded the Campaign for Business and Education Excellence Honor Roll School 2014. Our students consistently demonstrate strong academic achievement on state mandated tests.

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.5
Asian	10.8
Filipino	3.1
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	1.9
White	49.7
Two or More Races	0.3
Socioeconomically Disadvantaged	29.6
English Learners	14.1
Students with Disabilities	11.3
Foster Youth	0.2
Homeless	0.2

## 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 Discovery Elementary	17-18	18-19	19-20
With Full Credential	31.8	30.8	33
Without Full Credential	0	0	33
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Marcos Unified	17-18	18-19	19-20
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at Discovery Elementary School**

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Reading and Writing:

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public-school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” ELA CCSS

Students use a variety of instructional materials in ELA to meet these instructional goals.

### ELA Supplemental Instructional Materials

Benchmark Steps to Advance

K-5 Benchmark Universe, digital library, and resources

Fountas & Pinnell Guided Reading Handbook

Enterprise STAR Assessment

Lexia personalized digital program

myON digital library

### Math:

Students receive standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” Math CCSS

Students use a variety of instructional materials in math to meet these instructional goals.

### Mathematics Supplemental Instructional Materials

K-5 Math Investigations Kit, 2012 Pearson

K-5 Math Manipulatives, Nasco, Lakeshore, Good Stuff suppliers

K-5 Teaching Student Centered Math Teacher

K-2 Math Expressions workbook, Houghton Mifflin

K-5 Math Journals

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District (online)

Dream Box personalized digital program

ST Math personalized digital program

### Science:

The district has adopted the Scott Foresman California Science program for Kindergarten through fifth grade. This program is used as a resource for teaching the California science content standards. Emphasis is on physical, life, and earth science, with investigation and experimentation a central focus of instruction. Integration of NGSS grade level standards occur through Benchmark Advance ELA-ELD core curriculum. District is in the building awareness phase of NGSS Standards.

### Social Studies:

The district has adopted California Reflections published by Harcourt as a resource for teaching the California content standards in history-social science. The curriculum content at each grade level focuses on chronology, research evidence, point of view, and historical interpretation. Integration of Social Studies grade level standards occur through Benchmark Advance ELA-ELD core curriculum.

## Textbooks and Instructional Materials

Year and month in which data were collected: 11/01/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5 Benchmark Advance, adopted in 2016  TK- Benchmark Ready to Advance, adopted in 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Mathematics</b>	<p>K-2 Houghton Mifflin Math Expressions, adopted in 2008</p> <p>3-5 Curriculum Associates iReady Math Math District Units, adopted in 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Benchmark Advance Scott Foresman Science, adopted in 2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Harcourt California Reflections Benchmark Advance</p> <p>adopted in 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science Laboratory Equipment</b>	See above, adopted in 2013-2019

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

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

##### School Facility Conditions and Planned Improvements

Discovery Elementary School opened in 1997, and we are at maximum student capacity. In addition to our classrooms, we have a multipurpose room, a library, and an administration building. Discovery has been updated technologically and has internet connectivity in each classroom. We allocate two buildings to the school's on-site daycare program.

The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

##### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

##### 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.

#### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	Fair	7 rooms (ceiling have damage from cracks, tears, holes or water damage, 1 floor tiles missing, damaged or lose, 1 ceiling tiles missing, damaged or loose, 1 door not closing correctly, 2 ceiling tiled stained. Work order placed to Maintenance & Operations Department for repairs.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	1 room, cluttered, classroom or storage; 3 rooms evidence of ants Work order placed to Maintenance & Operations Department for repairs.
<b>Electrical:</b> Electrical	Fair	9 lighting fixtures or bulbs not working or missing. Work order placed to Maintenance & Operations Department for repairs.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No repairs needed at the time of inspection.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	Good	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
<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

### 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	74	80	65	67	50	50
Math	66	66	51	52	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	19.2	32.3	16.2

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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	275	98.21	80.00
Male	136	133	97.79	78.95
Female	144	142	98.61	80.99
Black or African American	--	--	--	--
Asian	24	24	100.00	91.67
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	69.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	138	97.18	85.51
Socioeconomically Disadvantaged	90	88	97.78	60.23
English Learners	51	49	96.08	57.14
Students with Disabilities	45	41	91.11	48.78

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	280	275	98.21	66.18
Male	136	133	97.79	65.41
Female	144	142	98.61	66.90
Black or African American	--	--	--	--
Asian	24	24	100.00	75.00
Filipino	--	--	--	--
Hispanic or Latino	95	94	98.95	59.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	142	138	97.18	71.74
Socioeconomically Disadvantaged	90	88	97.78	47.73
English Learners	51	49	96.08	48.98
Students with Disabilities	45	41	91.11	36.59

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)

Contact: Daphne Eby - Principal

Phone Number: (760) 290-2077

Our PTO, School Site Council, English Language Advisory Council, and Watch D.O.G.S. are all very active groups of parents and staff, who work diligently to support and guide the school. New members are always welcomed. Parents serve on the School Site Council, which approves our school's annual Single Plan for Student Achievement and its accompanying budget. We have an English Learner Advisory Committee to advise the principal regarding students learning English as a second language. Our PTO Executive Board helps organize fundraising events that raise funds for our music, art, makerspace, and innovation programs. Watch D.O.G.S. are dads or other male family members of students that volunteer a full day on campus in multiple capacities in order to provide a positive male role model for our students.

Teachers welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at Discovery Elementary by volunteering in classrooms, conducting an art lesson as an Art Docent, working with students in the Makerspace and Innovation Lab or volunteering after hours for various PTO or STEAM events.

### 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

Date the plan was last updated: September 2019

Date the plan was last reviewed with staff: September 2019

The 2019 - 2020 Comprehensive Safety Plan for Discovery Elementary School was developed to ensure all transitional kindergarten through fifth grade students are safe on campus. This plan is relevant to the needs of our population as well as the resources of our school and incorporates three essential components which include: (1) providing our students with a safe, physical environment, (2) creating and fostering an emotional and nurturing environment, and (3) providing strategies to teach every student the essential resiliency skills. The plan was written in conjunction with the school site council and was approved at a general meeting on October 2019. Local law enforcement and city officials were consulted during the development of the plan and the approval process to assist the administration in designing safety, disaster, behavior, and reporting plans for a site serving over six hundred students. Current data continues to be collected regarding transportation, discipline, and student safety concerns as they arise.

The staff members monitor school grounds 30 minutes before the start of school and immediately after dismissal. We have a crossing guard on duty every morning and afternoon to help children at intersections near our school. We require parents to have children return home or be picked up immediately after school. We also hold monthly drills that include fire, earthquake, shelter in place, secure campus, and lockdown. Peace Patrol, our conflict resolution program, trains fourth and fifth-grade students to act as peer mediators on the playground. Our teachers hold classroom meetings to discuss conflicts between students as needed. In more serious instances, students are referred to an administrator.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.0	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.8	1.5
Expulsions Rate	0.1	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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	1.0
Nurse	.33
Speech/Language/Hearing Specialist	2.50
Resource Specialist (non-teaching)	0
Other	0.80

\* 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	26		5		20	3	2		22		5	
1	25		4		27		4		23		4	
2	19	5			26		4		23		4	
3	26		5		24		4		24		4	
4	32		2	2	29		4		28		3	
5	35		1	4	33		1	3	34			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	58	44	35

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "hiring and retaining only the best educators and investing in their success."
- "providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous 2 year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well.

In the 2018-2019 school year, the elementary level focused professional learning on the continued implementation of state academic standards in English language Arts (ELA), English language development (ELD) and mathematics. Our district ELA/ELD leadership team received training in Tier I literacy and ELD grounded in formative, summative assessments, and differentiated instruction. Our Math cadre teachers received on-going professional development in math instruction and assessments. Teacher grade level leaders received support to deepen their understanding of effective Professional Learning Communities (PLC).

Various means of professional learning were offered: face-to-face workshops during the regular work day, during school breaks, after school as well as online sessions available for staff. Principals and ELA/ELD and math teacher leaders provided staff development during regularly scheduled staff meeting throughout the year. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

Teachers continued to engage in professional development each week as they worked collaboratively during their structured teacher collaboration time (early release Wednesdays for elementary/middle school staff and late start Tuesdays for high school staff). This provided teachers the opportunity to share best practices to meet students' needs. Teachers on Special Assignment (TOSAs) provided professional development and worked with teachers in their classrooms modeling strategies, planning collaboratively, and providing support.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,663	\$48,612
Mid-Range Teacher Salary	\$79,323	\$74,676
Highest Teacher Salary	\$100,274	\$99,791
Average Principal Salary (ES)	\$126,286	\$125,830
Average Principal Salary (MS)	\$133,521	\$131,167
Average Principal Salary (HS)	\$145,758	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	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/).

#### Types of Services Funded

Gifted and Talented Education (GATE)  
LCAP Supplemental  
Credential Music Teacher

#### 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	7719	1316	6403	78677
District	N/A	N/A	7831	81887
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.1	-4.0
School Site/ State		

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.