



# James Driffill Elementary School

910 South E Street • Oxnard, CA 93030 • (805) 385-1530 • Grades K-8

Gilbert Elizarraraz, Principal

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[http://driffill.oxnardsd.org/pages/Driffill\\_Elementary](http://driffill.oxnardsd.org/pages/Driffill_Elementary)

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



### **Oxnard School District**

1051 South A Street  
Oxnard, California, 93033

(805) 385-1501

<http://www.oxnardsd.org>

### **District Governing Board**

Veronica Robles-Solis, President

Monica Madrigal Lopez, Clerk

Debra Cordes, Trustee

Dr. Jesus Vega, Trustee

Denis O'Leary, Trustee

### **District Administration**

Dr. Karling Aguilera-Fort  
**Superintendent**

Janet Penanhoat

**Assistant Superintendent, Business  
Services**

Dr. Jesus Vaca

**Assistant Superintendent, Human  
Resources & Support Services**

Dr. Ana DeGenna

**Assistant Superintendent,  
Educational Services**

### **School Description**

#### Principal's Message

Welcome to Driffill School, where we are all “Committed to Excellence.” Students, parents and staff work collaboratively to meet the individual needs of all of our students in a very healthy learning community.

#### Mission :

Driffill empowers children to achieve excellence.

#### Vision:

Driffill aims to provide students with an outstanding education and promote global perspectives. Our curricular program integrates technology, environmental science, a dual language immersion program and inquiry-based learning to deepen academic knowledge.

We hold everyone accountable for doing their personal best in and out of the school environment. Goal setting is a major part of the school wide plan for improved student achievement. The Growth Mindset philosophy is a focus with staff and students to encourage everyone to develop to their fullest potential. Our curricular focus is in the areas of Language Arts (e.g., reading, writing and speaking), Mathematics, and English Language Development. The implementation of the California Common Core Standards into the curriculum helps to ensure greater alignment and more purposeful instruction in all grades.

We encourage all parents, families and the community to work with us as educational partners. This includes opportunities to work in and/or out of the classroom, activities include: Parent Volunteers, the School Site Council, the English Learner Advisory Council (ELAC), Cafe con Padres, and PTA. Attending morning/mid-day/evening meetings is also highly encouraged. We have regular Family Nights, Parent Education classes, as well as parent/student conferences. Your support enables us to better meet our goals of success. Working together as a family benefits our children.

Driffill continues to make changes to our curriculum and student offerings. Our academic strand focus is The School of Environmental Science and Global Awareness. Each grade level implements integrated science units. Our Dual Language Program is now up to Fifth grade.

If you have any questions about our campus, please feel free to contact our Assistant Principals - Mrs. Tammy Smith, Ms. Michelle Styring or myself. We welcome everyone to visit our school and our wonderful academic programs.

Respectfully,

Mr. Gilbert Elizarraraz, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	121
Grade 2	115
Grade 3	119
Grade 4	118
Grade 5	125
Grade 6	146
Grade 7	140
Grade 8	136
Total Enrollment	1,169

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.2
Asian	0.1
Filipino	0.3
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.1
White	1.2
Two or More Races	0.4
Socioeconomically Disadvantaged	82.4
English Learners	55.1
Students with Disabilities	9.3
Foster Youth	0.7
Homeless	2.2

## 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 James Drifill	17-18	18-19	19-20
With Full Credential	52	56	53
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	53
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at James Drifill Elementary School

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

Oxnard School District held a Public Hearing on October 9, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart displays data collected in October 2019, regarding textbooks in use during the 2019-20 school year.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>McGraw-Hill, Wonders/Maravillas Curriculum for ELA, Spanish Reading and ELD for grades K-5, adopted 2016  McGraw-Hill, Study Sync Curriculum for ELA/ELD for grades 6-8, adopted 2017  Houghton Mifflin/Harcourt, English 3D for ELD for grades 6-8, adopted 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>Mathematics</b>	<p>McGraw-Hill, My Math/Mis Matematicas Curriculum for grades K-5, adopted 2015  Pearson, Connected Math 3 Curriculum for grades 6-8, adopted 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>Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008  Glencoe McGraw-Hill, California Earth Science Curriculum for grade 6, adopted 2008  Holt, Rinehart, Winston, CA Life Science Curriculum for grades 7-8. adopted 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>History-Social Science</b>	<p>Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005  Cengage, National Geographic Learning for grades 6-8, adopted 2019</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>Foreign Language</b>	<p>McDougal Litell 2011</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>

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

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

Driffill School, originally constructed in 1946, is currently comprised of 38 classrooms, a cafeteria, a library, a computer lab, a staff lounge, and two playgrounds. A two-story building to house students has been built and was completed in January of 2014. This building houses 30 classrooms, a new Library, Staff Lounge and Administration offices.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/23/2019**

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	Good	Room # 1209 Classroom: Wall damage, damaged ceiling tiles. Room # 1502: loose carpet Room # 1503: loose carpet
<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	Bldg. # 1500 Restrooms: Access ramp needs repair. Main Playground: Playground rubber surface needs attention.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Main Playground: Playground rubber surface needs attention.
<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	19	26	26	30	50	50
Math	13	19	14	17	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	25.6	14.4	4.0
7	24.8	20.4	21.9

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	761	751	98.69	25.70
Male	374	370	98.93	22.70
Female	387	381	98.45	28.61
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	746	736	98.66	25.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	663	653	98.49	23.89
English Learners	552	544	98.55	20.59
Students with Disabilities	79	75	94.94	4.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	25	25	100.00	0.00

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	761	752	98.82	19.02
Male	374	370	98.93	20.54
Female	387	382	98.71	17.54
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	746	737	98.79	19.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	663	654	98.64	18.20
English Learners	552	545	98.73	16.88
Students with Disabilities	79	75	94.94	5.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	25	25	100.00	0.00

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)

Driffill School benefits from an active and involved Parent Teacher Association (PTA). The PTA works with the community through various school fundraisers, activities, and field trips. Parents are also very active in Parent Education Nights, as well as volunteering at the school. Parents are also welcome to participate in the School Site Council, English Learner Advisory Committee (ELAC), and Cafe con Padres. Our calendar of events and meetings can be found on our website: [http://driffill.oxnardsd.org/pages/Driffill\\_Elementary](http://driffill.oxnardsd.org/pages/Driffill_Elementary).

Additional opportunities for parents to be engaged are found in volunteering as they can support in the classrooms, school events, field trips and participate in our fundraising efforts. Many parents participate in planned events such as Family Nights, Open House, and student performance events. In addition, parent trainings are arranged, specifically, to offered educational topics such as nutrition, safety, and parenting skills.

### 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

The safety of students and staff is a primary concern at Drifill School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among classified staff, playground aides, teachers, assistant principals and the principal. With the start of the new school year, a closed campus policy was continued. The closed campus policy was reviewed and discussed at parent and staff meetings. Our School Site Council and Leadership committees continue to fully endorse for Drifill to be a closed campus.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety Committee. The Safety Plan is updated annually. All revisions and updates are reviewed immediately with the staff. Key elements of the Safety Plan focus on playground supervision, disaster kits, and emergency procedures. Emergency supplies are inventoried on a yearly basis. All classrooms have Emergency Backpacks, which include basic first aid supplies and other essentials.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake drills, and intruder/campus secure drills are held on a regular basis.

It is requested that parents update their personal information whenever they move or change phone numbers. We rely on Connect Ed an electronic phone service for school to home communication. The principal has instituted "Sunday Message", which is a weekly phone call to keep parents informed. Parents are required to show a photo I.D when picking children up early from the office as it's intended for the safety of all children.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.5	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.2	3.2
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*	1169.0

\* 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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.5

\* 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	21	2	5		24		6		22	1	6	
1	23	1	5		23		5		24		5	
2	29		4		24	2	3		22	1	4	
3	29		4		22	1	4		24	2	3	
4	30		4	1	31		3	1	29		3	1
5	30	1		4	30	1		4	26	1	4	
6	32		10	10	34		6	19	34	1	3	24
Other**					11	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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	9	5		25	6	4	4	27	3	7	4
Mathematics	23	5	5		25	2	6	2	27	3	5	2
Science	23	6	4		25	4	3	3	27	4	3	4
Social Science	28		8		32		4	4	30	2	3	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Oxnard School District is committed to providing professional development for all teachers to support successful progress for our students' academic and social development. The professional development offered is grade level or content specific, and addresses the current Common Core standards, as well as social-emotional needs. Professional development can include training in specific subject areas, general academics, social behavior, technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program for new teachers in cooperation with our County Office of Education (Induction).

The district and site administrators also attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Oxnard School District is committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the district-wide staff development (non-student) days (2 per year), the district also provides numerous professional development opportunities throughout the year, after school, and on weekends. In this report, the number of days indicated for the district reflects the number of days teachers are subbed out for professional development. Our continued professional development is based on data reflecting our students' academic and social-emotional needs.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,269	\$45,741
Mid-Range Teacher Salary	\$79,975	\$81,840
Highest Teacher Salary	\$102,651	\$102,065
Average Principal Salary (ES)	\$123,494	\$129,221
Average Principal Salary (MS)	\$137,515	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$233,849	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
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

School sites are supported by LCFF in the areas of Academic Support Services, Library Services, Technology Services, Counseling Services, and Outreach Services, in addition to the restricted funds listed below:

- Title I, Part A - Educationally Disadvantaged Students
- Title II, Part A - Teacher Quality
- Title III, English Learner
- Title IV, Part A - Student Support and Academic Achievement
- Tobacco Use Prevention Education (TUPE)

#### 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	\$3,630.41	\$124.67	\$3,505.74	\$78,489.90
District	N/A	N/A	\$3,783.10	\$81,627.34
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.6	-3.9
School Site/ State	-72.7	-5.2

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.