



# Norman R. Brekke Elementary School

1400 Martin Luther King Jr. Drive • Oxnard, CA 93030 • (805) 385-1521 • Grades K-5

Bertha M. Anguiano, Principal

[banguiano@oxnardsd.org](mailto:banguiano@oxnardsd.org)

[http://brekke.oxnardsd.org/pages/Norman\\_R\\_Brekke\\_Elementary\\_Sc](http://brekke.oxnardsd.org/pages/Norman_R_Brekke_Elementary_Sc)

## 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

Mission:

Ensure all students learn at Brekke.

Vision:

To be an exemplary school.

Values:

- Students, staff and community members will be treated with respect and dignity.
- Doing what is best for each student.
- Model what we expect of others.
- Maintain high expectations.
- Collaborate to ensure maximum growth.
- Celebrate success.

Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience.

As always, our focus remains on delivering Great Instruction the First Time or G.I.F.T. with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. Through the use of a Depth and Complexity Model, SIOP strategies, and mindset practices, students are provided the broadest opportunity to access challenging curricula. We use the Common core State Standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with the opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century, reading comprehension and math skills. Teachers have worked to improve their instructional practices so that the rigor needed to push our students forward is evident in every classroom.

In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention or acceleration through our multi-tiered system of supports (MTSS). The staff has become very adept at the analysis and use of data to find the most effective interventions for students. We also identify those students who need to be challenged and provide acceleration through enrichment opportunities. The use of the Accelerated Reader program school wide encourages students to read and reach their individual reading goals which helps to build their reading skills. The IXL program also helps to support the teaching and learning in math with extra practice and focus on skills. The Waterford program is used to support our learners in TK-1st in Language Arts.

In order to improve reading achievement, the district has created a new teaching position, called "Reading Specialist." These teachers are site-based and will support struggling readers in grades K, 1st and 2nd grades. The goal is to have all students reading at grade level by the time they enter 3rd grade. Reading Specialists will work directly with students, collaborate with teachers and serve as a resource for reading instruction.

Brekke is committed to increasing English proficiency and building academic vocabulary. This year we will continue to provide designated ELD using the ELD/ELA Standards, through the language of Science and Math. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills. Additionally, students will continue to enhance these skills through the language of math and science.

Collaboration is an integral part of staff and student learning. The staff has calendared days to meet as Professional Learning Communities (PLC). During this time, grade levels work together to plan lessons, interventions and to analyze data. This time also allows the staff to meet regarding the implementation of our 1:1 devices in grades second through fifth and class sets of 10 in grades TK through first, implementation of the Common Core standards and a focus on our District adopted curricula in all academic areas.

Brekke incorporates a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the environment and interactions among students and staff to ensure mutual respect and accelerate academic success. CHAMPS defines an instructional model that promotes academic focus and positive engagement called S.T.O.I.C. (Structure Setting, Teach Expectations, Observe Behaviors, Interact Positively, Correct Fluently). With CHAMPS, we are focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to share information on CHAMPS, teach strategies that build resiliency in their children, and explain how to support students in creating a growth mindset. As a result of our work, we received Platinum Level Recognition from the California Positive Behavior Interventions and Supports (PBIS) Coalition.

We are fortunate to have a very active Parent Teacher Association or PTA. Our PTA and its volunteers play an active role on campus in various ways including: volunteering in the classrooms, planning special days like our annual Trunk-or-Treat, organizing multiple fundraisers, like last year's Apex-Run, and community projects. PTA also helps enhance student learning by funding additional field trips and providing Artist in the Classroom. We encourage all family members to take a positive and active part in our children's learning.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. I would like to extend an invitation for all parents and guardians to visit our school. We believe that the best opportunity for the success of our students is made available when we have a strong relationship between home and school and with the active participation of parents and community members. I would like to extend an invitation for all parents and guardians to visit our school.

### 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	96
Grade 2	98
Grade 3	92
Grade 4	102
Grade 5	101
Total Enrollment	600

**2018-19 Student Enrollment by Group**

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	4.5
Filipino	6
Hispanic or Latino	84.3
Native Hawaiian or Pacific Islander	0.2
White	3.7
Two or More Races	0.7
Socioeconomically Disadvantaged	59.2
English Learners	34
Students with Disabilities	13.7
Homeless	1.3

**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 Norman R. Brekke Elementary School	17-18	18-19	19-20
With Full Credential	25	28	28
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Oxnard School District	17-18	18-19	19-20
With Full Credential	♦	♦	28
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

**Teacher Misassignments and Vacant Teacher Positions at Norman R. Brekke 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>	McGraw-Hill, Wonders/Maravillas Curriculum for ELA and ELD for grades K-5, adopted 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	McGraw-Hill, My Math Curriculum for grades K-5, adopted 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Macmillan McGraw-Hill, California Science Curriculum for grades K-5, adopted 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Pearson Scott Foresman, History/Social Science for CA Curriculum for grades K-5, adopted 2005 <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)**

Brekke School, originally constructed in 1997, is currently comprised of 42 classrooms, a cafeteria, a library, a computer lab, a staff lounge, one Psychologist room, one Speech room, two Special Education rooms, and three playgrounds.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 7/24/2019**

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	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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	37	45	26	30	50	50
Math	19	29	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	25.5	24.5	6.4

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	285	283	99.30	44.52
Male	134	132	98.51	37.12
Female	151	151	100.00	50.99
Black or African American	--	--	--	--
Asian	16	16	100.00	75.00
Filipino	15	15	100.00	46.67
Hispanic or Latino	243	241	99.18	41.91
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	38.07
English Learners	125	125	100.00	40.00
Students with Disabilities	40	39	97.50	10.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	285	283	99.30	29.33
Male	134	132	98.51	28.79
Female	151	151	100.00	29.80
Black or African American	--	--	--	--
Asian	16	16	100.00	56.25
Filipino	15	15	100.00	53.33
Hispanic or Latino	243	241	99.18	24.07
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	177	176	99.44	24.43
English Learners	125	125	100.00	21.60
Students with Disabilities	40	39	97.50	5.13
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

Parent involvement is a key element for continued academic success at Brekke School. Teachers regularly communicate with parents by phone, with written notes, in person and through various activities on the site. Parents are welcomed at Brekke School through a variety of general parent meetings, parent nights, and Coffee with the Principal meetings. Parents are advised of school announcements through monthly Newsletters, the school website, Twitter App, OSD app and ConnectEd phone calls (a mass email, text, and message system, in development). Teachers use standard-based progress reports and assessment data at parent/teacher conferences to inform parents of their child's progress. Brekke staff also presents parent education nights to help parents support their students in an academic setting. Our Counselor and Outreach Consultant (ORC) provide parenting classes, which are offered in both English and Spanish to further encourage participation and support positive interaction with their children. Parent Information Nights are held at the beginning of the year to assist in the transition of kindergartners and towards the end of the year to assist 5th graders into their new school settings.

We also have parents and community members participate in School Site Council (SSC), English Learner Advisory Community (ELAC), and as classroom volunteers. We maintain our connection with the community utilizing our Outreach Consultant to engage and encourage open communication with parents and Staff. Brekke School has forged numerous partnerships with local businesses throughout the community including, but not limited to: The City of Oxnard, Oxnard Police Department, Ventura County Behavior Health, and Oxnard Union High School District. Additionally, Brekke School benefits from an involved Parent Teacher Association (PTA). The PTA works with the community through various school fundraisers, activities, and field trips.

**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 of Brekke School. We have a closed campus. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Parent volunteers who are at the school on a frequent basis are fingerprinted and undergo a tuberculosis screening at the district's expense. 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 campus assistants, teachers, and school administration. We have a total of 8 campus assistants whose hours range from 2.5 to 5.5 hours a day.

To safeguard the well-being of students and staff at Brekke School, a comprehensive School Site Safety Plan has been developed by the Safety Committee, which includes input by our School Resource Officer. The Safety Plan is updated annually in the fall; all revisions and updates are immediately reviewed with the staff. Key elements of the Safety Plan focus on the visitor policy, emergency materials, and evacuation procedures. Key elements of the Safety Plan focus on playground supervision, disaster drills, and emergency procedures.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills are held regularly; fire drills are held monthly, and earthquake and lock down drills are held three times a year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.8	0.9
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*	600.0

\* 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	2.7

\* 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	30		3	2	21	2	3		19	1	5	
1	24		2		24		4		23		4	
2	30		3		29		3		25		4	
3	30		2		30		3		23	1	3	
4	44			3	32		2	1	26	1	2	1
5	28	1		3	28	1		3	25	1	2	1
Other**	9	2			9	2						

\*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	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	\$3,927.06	\$96.06	\$3,831.00	\$90,967.00
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	1.3	10.8
School Site/ State	-64.8	9.6

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.