



# Fletcher Hills Elementary School

2330 Center Place • El Cajon, CA 92020 • 619.668.5820 • Grades K-6

Eileen Cotter, Principal

[eileen.cotter@lmsvschools.org](mailto:eileen.cotter@lmsvschools.org)

<https://www.lmsvschools.org/Domain/11>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



La Mesa-Spring Valley School District  
4750 Date Avenue  
La Mesa, CA 91942-9214  
(619) 668-5700  
[www.lmsvschools.org](http://www.lmsvschools.org)

### District Governing Board

Jim Long, Board President  
Dr. Emma Turner, Board Vice President  
Rebecca McRae, Clerk  
Megan Epperson, Board Member  
Chardá Fontenot, Board Member

### District Administration

David Feliciano  
**Superintendent**  
Jennifer Nerat  
**Asst. Superintendent, Business Services**  
Tina Sardina  
**Asst. Superintendent, Human Resources**  
Guido Magliato  
**Asst. Superintendent, Learning Support**  
Deann Ragsdale  
**Asst. Superintendent, Student Supports**  
Meg Jacobsen  
**Executive Director, Innovation & Engagement**  
Valerie Ranum  
**Director, Business Services**  
Jill Whittenberg  
**Director, Child Nutrition**  
Xavier Thomas  
**Director, Classified Personnel**  
Robyn Adams  
**Director, Fiscal Services**  
Camille Antaky  
**Director, Information Technology**  
Jason Brust  
**Director, Maintenance, Operations & Facilities**  
Cara Lawler  
**Director, Technology & Learning Resources**  
Nick Richard  
**Director, Transportation**

### **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.

### **School Description**

Welcome to Fletcher Hills Elementary School! Our staff and community work together closely to provide each child with the positive and supportive academic experience they need to reach their full potential. We are passionate about teaching and learning. Our dedication to thoughtful teaching and powerful learning guides us as we prepare our students to become confident, concerned, productive citizens.

We are committed to providing our students with a challenging and enriching education that assists each child in developing the skills necessary to read well, think clearly, communicate effectively, compute accurately, value and appreciate diversity, and work to find creative solutions to complex challenges. Our comprehensive academic program is designed to meet diverse instructional needs, and is closely monitored by grade-level Professional Learning Communities/Data Teams. Through this process, all teachers take responsibility for the academic, emotional, and social well-being of all students. Students participate in "WIN" time (What I Need) 4 days a week. During WIN time students are provided with what each individual needs to make progress on essential core academic standards. Students who need to be challenged are provided that opportunity while students who require reteaching and additional instruction on concepts are provided that opportunity. Teachers work with their colleagues in Professional Learning Communities to analyze data in order to measure student progress and plan for next steps in each student's learning. Teachers meet weekly to examine data and come together with the Principal and support staff every 6-8 weeks to examine student achievement toward mastery of essential standards and to plan for enrichment and interventions in the coming weeks.

In addition, programs like PeaceBuilders support our students in developing the intrinsic values that allow them to be caring citizens and increase their abilities to solve interpersonal problems peacefully. A variety of after-school enrichment classes provide additional opportunities for students to advance their skills and develop their interests. Through a strong comprehensive instructional program, the inclusion and support of our community, and our commitment to every child learning every day, students are met with success.

### 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	107
Grade 1	81
Grade 2	108
Grade 3	84
Grade 4	93
Grade 5	95
Grade 6	95
Total Enrollment	663

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.0
Asian	2.3
Filipino	1.4
Hispanic or Latino	23.7
Native Hawaiian or Pacific Islander	0.3
White	62.4
Socioeconomically Disadvantaged	25.3
English Learners	3.5
Students with Disabilities	11.5
Foster Youth	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			
Fletcher Hills Elementary School	16-17	17-18	18-19
With Full Credential	30	28	28
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
La Mesa-Spring Valley School District	16-17	17-18	18-19
With Full Credential	◆	◆	529
Without Full Credential	◆	◆	16
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fletcher Hills Elementary School	16-17	17-18	18-19
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 2018-19)**

2018-19 La Mesa - Spring Valley School District Adopted Curriculum

Textbooks and Instructional Materials	
Year and month in which data were collected: October, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Transitional Kindergarten-Houghton Mifflin Harcourt-Journeys, Level K - Year Adopted 2009</p> <p>K-5: McGraw-Hill Wonders, California Edition 6 - Year Adopted 2016</p> <ul style="list-style-type: none"> <li>• Kindergarten: Reading/Writing Workshop Volumes 1-10; Smart Start; Literature Big Books (30 titles);</li> </ul> <p>Close Reading Companion; ELD-My Language Book</p> <ul style="list-style-type: none"> <li>• 1st: Reading/Writing Workshop (1.1-1.4); Literature Anthology (1.1-1.4); Close Reading Companion; ELD-My Language Book</li> <li>• 2nd-5th: Reading Writing Workshop; Literature Anthology; Close Reading Companion; ELA-ELD Companion Worktext (Expanding/Bridging volume or Emerging Unit Books [6 total] 6</li> </ul> <p>McGraw Hill Wonders - English Language Development Program - Year Adopted 2016</p> <p>Cambium Learning - Read Well - Year Adopted 2013</p> <p>McGraw-Hill Flex Literacy - Year Adopted 2017</p> <p>McGraw-Hill Wonder Works (4-5) - Year Adopted 2016</p> <p>McGraw-Hill Study Sync - Year Adopted 2003</p> <p>McGraw-Hill Study Sync English Language Development Program - Year Adopted 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>Mathematics</b>	<p>Houghton Mifflin Harcourt - Math Expressions (TK - 6th) - Year Adopted 2015</p> <p>College Board - SpringBoard Mathematics, Clurse 1 (6th) - Year Adopted 2015</p> <p>SRA - Number Worlds - Year 2010</p> <p>Moby Max - Year Adopted 2015</p> <p>iPass - Year Adopted 2010</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>SciencePearson Scott-Foresman— &lt;California Science - Year Adopted 2007</p> <p>Holt Rinehart Winston—Holt California Earth - Year 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 California - Year Adopted 2006</p> <p>Kindergarten: Learn &amp; Work - Year Adopted 2006</p> <p>1st: Time &amp; Place - Year Adopted 2006</p> <p>2nd: Then &amp; Now - Year Adopted 2006</p> <p>3rd: Our Community - Year Adopted 2006</p> <p>4th: Our California - Year Adopted 2006</p> <p>5th: Our Nation Glencoe McGraw-Hill — Discovering our Past 6th: Ancient Civilizations - Year Adopted 2006</p> <p>Glencoe McGraw-Hill— Discovering our Past - Year Adopted 2006</p> <p>7th: Medieval and Early Modern Times - Year Adopted 2006</p> <p>8th: The American Journey to World War I - Year Adopted 2006</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>Prentice Hall—Realidades - Year Adopted 2004</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>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: October, 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Visual and Performing Arts</b>	K-5: SRA - Art Connections - Year Adopted 2008  K-5: Pearson Scott Foresamn - Making Music - Year Adopted 2008  <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)**

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 2018**

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	Fair	Repair/paint ceiling/walls.
<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>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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	76.0	80.0	50.0	53.0	48.0	50.0
Math	66.0	69.0	38.0	40.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.4	19.1	56.4

\* 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.

School Year 2017-18 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	368	361	98.10	80.06
Male	209	206	98.56	75.24
Female	159	155	97.48	86.45
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	79	98.75	72.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	228	97.85	83.33
Two or More Races	32	32	100.00	84.38
Socioeconomically Disadvantaged	117	114	97.44	65.79
English Learners	21	17	80.95	52.94
Students with Disabilities	40	36	90.00	25.00

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 2017-18 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	368	363	98.64	68.51
Male	209	207	99.04	66.67
Female	159	156	98.11	70.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	80	79	98.75	58.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	233	230	98.71	72.49
Two or More Races	32	31	96.88	70.97
Socioeconomically Disadvantaged	117	116	99.15	48.7
English Learners	21	20	95.24	42.11
Students with Disabilities	40	36	90	19.44

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 2018-19)

Fletcher Hills welcomes and values parental involvement. It takes a team to support all of our students, and parents are a crucial part of that team. We have documented over 12,200 hours of volunteer time this past year. Along with direct contact with children by volunteering in the classroom, parents are encouraged to serve on various site and district committees. Additionally, we invite parents who would like to volunteer to become involved in other programs such as: Art Docent Program – Volunteers using district art prints and curriculum provide fine arts instruction to classroom groups of students, Everyone A Reader – Trained volunteer tutors are matched with struggling readers in the first, second, and third grades to improve fluency and comprehension, Everyone a Reader volunteers work one-on-one with students using research-informed instructional methods to help the children reach their grade-level in reading. Volunteers work with their students approximately one hour per week for at least six months, and MORE! If you are interested in volunteering with students and you aren't sure how, talk to your child's teacher, there are many opportunities.

English Language Acquisition Committee – ELAC is a group of parents of students who are English learners. This group meets four times each year to receive information on special programs and services and to understand how instruction is provided to students who are learning English.

Parent Volunteering Opportunities – Parents of our community serve as volunteers in the classrooms, on field trips, and throughout our school programs and activities.

PTA – Our active and involved PTA supports Fletcher Hills' students, staff, and parents in a variety of ways. The PTA Board meets monthly and provides support for school programs and activities, including assemblies, fundraisers, Family Nights, book fairs, and evening activities.

School Site Council – SSC is an elected group of parents and staff who meet at least four times a year to study the effectiveness of curriculum and instruction and make recommendations for allocating site funds.

Contact for volunteers: Alise Ruiz, 619.668.5820 ext. 1397

**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**

Current site Comprehensive School Safety Plans (CSSP) are received by the district each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site’s plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school’s Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	3.8	2.2	2.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.8	4.3	4.0
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.65
Psychologist	0.8
Social Worker	
Nurse	0.14
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1.2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	22	23	1	1	1	5	4	4			
1	26	26	26				3	4	3			
2	31	26	27				3	3	4			
3	31	32	27				3	3	3			
4	35	31	34					2		3	1	2
5	34	34	33							2	3	3
6	33	26	33		1		1		1	2	2	2
Other	9		14	1		1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student. The district offers workshops and multiple-day seminars, after-school workshops, and one-on-one coaching and modeling. Professional development was offered 67 days in the 2016-17 school year and 63 days in 2017-18 school year. Professional development is being offered 74 days in the 2018-2019 school year. District staff also partners with principals providing professional development at site learning days and staff meetings. Select teachers also attend conferences and workshops offered through outside agencies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,678	\$50,084
Mid-Range Teacher Salary	\$70,331	\$80,256
Highest Teacher Salary	\$101,801	\$100,154
Average Principal Salary (ES)	\$127,070	\$125,899
Average Principal Salary (MS)	\$133,224	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$220,823	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	4.0	5.0

\* 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

Special Education  
 Title II Part A - Improving Teacher Quality  
 Title III Part A - Limited English  
 Lottery - Instructional Materials

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4897.1		\$4897.1	\$87614.0
District	◆	◆	\$5430.4	\$84,286
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-10.3	3.9
Percent Difference: School Site/ State			-37.1	8.0

\* Cells with ◆ 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.