



Haven Drive Middle School

341 Haven Drive • Arvin CA, 93203 • (661) 854-6540 • Grades 7-8
Calletano Gutierrez, Principal
cgutierrez@arvin-do.com
<http://www.arvinschools.com/3/home>

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



Arvin Union School District

737 Bear Mountain Blvd.
Arvin CA, 93203
(661) 854-6500
www.arvinschools.com

District Governing Board

Toni Pichardo, President
Monica Franetovich
Ruth Pichardo Harris
Geri Rivera
Liliana Nunez

District Administration

Georgia Rhett
Superintendent
Emma Pereida-Martinez
Assistant Superintendent

School Description

Known as the "Garden in the Sun," Arvin is located just 18 miles from Bakersfield in the San Joaquin Valley. Nationally known as a rich agricultural area, Arvin offers a warm climate and a friendly, small town atmosphere. Established in 1940, Haven Drive Middle School is one of four schools in the Arvin Union School District.

"Inspire and Empower Haven Drive Bulldogs academically, emotionally and socially, while preparing them to be productive citizens and future leaders."

The following learning opportunities for all students include, but are not limited to:

- GATE enrichment cluster classes and activities
- Spanish Literature elective classes
- AVID elective classes
- Marching Band
- Art
- Seasonal Sports
- Winter Percussion
- Arvin Advantage After-school Program
- Weekend and Extended Day Programs (Migrant/formerly SES)
- Summer School
- After School Intervention classes
- Parent education classes
- English Language Development Curriculum (for English Learners)
- Integrated Science elective classes
- Drama Club
- Yearbook Club
- Project Lead the Way - (Design and Modeling - Engineering/Forensic Science)
- Extra Curricular Activities (Science Fair, History Day, Oral Language, Math Field Day, Battle of the Books)

In addition to high academic standards, the use of educational technology to support curriculum is prevalent across the school. Each teacher has a laptop computer, an LCD projector, available document camera, printer and white board in the classroom. The combination of teaching the academic curriculum while embedding technological enhancements to the lessons provides more effective teaching and learning. There are three stationary computer labs available for student use on campus, as well as nine mobile labs for use in the classroom with plans to establish more mobile labs in the upcoming school years.

Teachers meet every week during "Collaboration" meetings during which teachers focus on the continued academic growth of all students utilizing in-depth data analysis, creation of Common Formative Assessments and discussion of strategies to increase percentages of students attaining higher proficiency levels.

The Arvin Union School District's mission, "Every child learning, every day, no matter what it takes," propels Haven Drive to "do whatever it takes" to ensure each students' needs are met to the best of our ability. Utilizing a variety of resources, Haven Drive's priority is to prepare the students for success here, through high school, college, and beyond.

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
Grade 7	333
Grade 8	323
Total Enrollment	656

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.3
Hispanic or Latino	95.4
White	3
Two or More Races	0.3
Socioeconomically Disadvantaged	98.8
English Learners	50.8
Students with Disabilities	7.6
Foster Youth	0.2
Homeless	9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Haven Drive Middle	17-18	18-19	19-20
With Full Credential	15	17	22
Without Full Credential	15	14	10
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Arvin Union School	17-18	18-19	19-20
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	30
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Haven Drive Middle 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)

Arvin Union School District held a Public Hearing on September 10, 2019, and determined that each school within the district had 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 Language Learners (ELL), are provided one set of standards-aligned textbooks to use at school and home as well as access to standards aligned material in core subjects. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Arvin Union School District staff members are actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle. 100% of students have textbooks as verified by the August 2019 Williams Review.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	6- Benchmark Education California Benchmark Advance 2017 7-8 - Houghton Mifflin Harcourt Collections CA (Student Edition) 2017 6-8 - Houghton Mifflin Harcourt READ 180 (Read 180 Real Book Level B) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	7-8 Houghton Mifflin, Big Ideas Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	7-8 –McMillan McGraw Hill Inspire 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	7-8 – Teachers Curriculum Institute 2017: 7th History Alive! - The Medieval World and Beyond / 8th History Alive! - The United States through Industrialism The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	7-8 Santillana Espanol (Student Edition Level 1A and Level 1B) and novels

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1940, Haven Drive Middle School offers a safe and secure campus for students, staff, and visitors. Currently Haven Drive Middle School consists of 42 classrooms, a library, three computer labs, a multipurpose room/cafeteria, a staff room, staff professional development room, a student lounge, 2 locker rooms and a gym. Site administration works closely with the Lead Maintenance person and assigned custodial staff to ensure the campus is in optimal shape.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available upon request from the district MOT office. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

The entire campus exterior was painted during the Summer of 2014, the main office was rebuilt and open for business in April 2017. A Solar Project on the Haven Drive campus was completed in March 2017 as well.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 08/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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	36	39	32	33	50	50
Math	17	18	23	21	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
7	22.4	23.3	35.8

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	666	663	99.55	38.91
Male	305	305	100.00	30.16
Female	361	358	99.17	46.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	635	632	99.53	38.61
White	19	19	100.00	47.37
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	656	653	99.54	38.59
English Learners	482	479	99.38	29.44
Students with Disabilities	45	45	100.00	2.22
Students Receiving Migrant Education Services	104	103	99.04	34.95
Foster Youth	--	--	--	--
Homeless	61	61	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	666	663	99.55	17.50
Male	305	305	100.00	14.43
Female	361	358	99.17	20.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	635	632	99.53	17.41
White	19	19	100.00	21.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	656	653	99.54	17.00
English Learners	482	479	99.38	10.44
Students with Disabilities	45	45	100.00	0.00
Students Receiving Migrant Education Services	104	104	100.00	16.35
Foster Youth	--	--	--	--
Homeless	61	61	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)

The staff at Haven Drive is aware of the positive correlation between parent and community involvement and success of students. Parents and community members are encouraged to join teachers and administrators in the activities, programs, and organizations that support our students. Formal committees include School Site Council and English Language Advisory Council (ELAC). Parents are also invited to contact their child's teachers or the office in order to volunteer in classrooms, participate in Parent Workshops and attend parent/teacher conferences, student performances or events including Coffee with the Principal, AVID nights, Academic Learning Nights, and Lunch on the Lawn.

Parents or community members who wish to participate on leadership teams, school committees, take part in school activities, or become a volunteer are encouraged to make contact through the Haven Drive Middle School office. Our contact phone number is 661-854-6540 and please ask to speak with Calletano Gutierrez, Principal.

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

Haven Drive Middle School's Comprehensive School Site Safety Plan was last revised by school administrators, staff representatives, and parents and school board approved February 19, 2019, to ensure the protection of students and staff, school and school property, and to establish a climate that is conducive to learning. All staff members and parents have access to the plan and an annual review of the school site safety policies is conducted. Key elements of the safety plan include: developing consistency in behavior expectations, site safety and maintenance, and disaster response training.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month while earthquake and lock down drills are held quarterly. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations.

Students are supervised throughout the day by certificated and classified employees. There is a designated area for student drop-off and pick-up in front of the school. Visitors register at the office, have their ID's checked through our district "RAPTOR" monitoring system, and receive a Haven Drive visitor badge that must be displayed at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.2	5.4	4.3
Expulsions Rate	1.5	0.3	0.3

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	1.6	1.2
Expulsions Rate	0.3	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*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	4	16		25	9	14		23	8	18	
Mathematics	26	3	23		25	10	18		24	10	21	
Science	26	3	18	1	26	8	17		24	9	21	
Social Science	28	1	19		27	3	19		26	7	18	

* 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	4	5	4

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district typically offers four staff development days annually where teachers are offered a variety of professional growth opportunities in curriculum, teaching strategies, methodologies, safety, and required policy reviews. Topics are selected based on student population needs (EL and SWD specifically), data reviews of local and Dashboard data focused on patterns and trends, instructional materials adoptions, and preventative safety measures/restorative practices.

2017-2018 Professional Development: Integrating writing with Thinking Maps using Write from the Beginning and Beyond, Signs of Suicide, mandatory policies, and BlueWater Curriculum (restorative practices)

2018-2019 Professional Development: ALICE active shooter training, Trauma Informed Care, and History Social Studies training for the new adoption and Professional Learning Community work for departments and grade levels focused on ELD, Internet Safety, mandatory policies, Read 180 for specific teachers, and data review at sites

2019-2020 Professional Development: Equity in Education with Patrick Briggs from AVID, Science adoption overviews for science teachers and Integrated ELD for single subject non-science teachers, ilove you guys foundation safety training for disaster management, mandatory policies, Internet safety, Read 180 for specific teachers on use of materials, and data review at sites

Each of the last 2 years has included I-Ready training for administrators. Additional days of training for the last 3 years included a Dual Immersion planning day and 2 days of training for new teachers focused on classroom management and instructional strategies. A day was dedicated in 2019-2020 to Special Education staff led by the Special Services District Director. Site-based professional development topics have included: data analysis of i-Ready, CAASPP and CELDT, expectations for Professional Learning Communities, Positive Behavior Intervention Support (PBIS), and AVID strategies. Several teachers attended the AVID summer institute to be able to integrate writing, inquiry, collaboration, organization, and reading into teaching/lessons for all content areas.

Teachers are also expected to be knowledgeable with the educational computer programs to facilitate student learning through a different avenue. Students, parents, and teachers will be able to utilize Office 365 for many purposes.

Professional growth and participation in Professional Learning Communities is an ongoing focus as well as leading from the middle with support from InnovateEd. Increase in capacity leads to increase in student achievement. Team members work as a Leadership professional learning community to implement strategies and work toward attainment of the School Implementation Plan. Innovate Ed and Thoughtful Classroom focus areas guide site administration and leadership discussions and are focused on promoting and building strong instruction and leadership skills.

Professional development occurs internally, such as peer to peer, by the site coach and/or administration, or by the district support personnel; external sources such as consultants, company trainers, etc. Professional development is provided during the day (subs are provided for teachers), after school and during the summer (AVID). Staff development has been scheduled after school as well as during the school day once a month to include instructional assistance. BTSAs mentors and a dedicated TOSA are provided to new teachers assigned to school sites. Department, Grade Level, and High School articulation is currently underway to provide staff with opportunity to ensure the ability to analyze data for student success.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,049	\$49,378
Mid-Range Teacher Salary	\$72,559	\$77,190
Highest Teacher Salary	\$88,228	\$96,607
Average Principal Salary (ES)	\$113,671	\$122,074
Average Principal Salary (MS)	\$109,348	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$171,593	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

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

Types of Services Funded

The picture of funding has stabilized within the Arvin Union School District with the continued implementation of Local Control Funding Formula (LCFF) funds. Supplemental and concentration funds, above and beyond base funding, provided monies for the district and sites to focus on expanding and improving instructional programs to support academic achievement, improving student attendance, training staff to support building respectful and positive relationships, expanding intervention programs, wrap-around services, and facilities improvement for the most needy school sites. Funds specifically targeted to the school site included action steps for extended learning sessions, library books, intervention teachers, intervention computer programs, student success facilitators, nurses, social workers, district teachers on special assignment for teacher support, field trips to expand the horizons of our students, funds for student activities/incentives, and professional development. These funds are in addition to Federal funds including Title I funds with set-asides for Extended Learning and Parent Involvement. Extended learning funds are allocated to each site and students are selected based by application and need. Parent Involvement funds allow us to continually build our outreach and training services for parents. District and site based intervention programs and staff are also funded out of Title I. Title III provides aides specifically for our campus as well as support staff and Professional Development for teachers and instructional assistants. Special Education funds, supported with general funds, provide programs and transportation for students with special needs at our site including teachers and instructional assistants for Special Day Class, Resource Specialist Program, and speech services. After-School grant funds allow us to serve a large number of students in our daily Arvin Advantage Program.

Each of these programs provides targeted or general services to students with all intents to ensure educational equity for all student groups.

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	\$7940.16	\$1152.69	\$6787.47	\$61,584.26
District	N/A	N/A	\$10003.07	\$72,068.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.3	-15.7
School Site/ State	-10.1	-23.0

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.