

# Maxson Elementary School

12380 Felipe St. • El Monte, CA 91732 • (626) 652-4500 • Grades K-6

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<http://maxson.mtviewschools.com>

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

### **Mountain View School District**

3320 Gilman Road  
El Monte, CA 91732-3201  
(626) 652-4000  
[www.mtviewschools.com](http://www.mtviewschools.com)

### **District Governing Board**

Christian Diaz, President  
Jacqueline Saldaña, Vice President  
Adam Carranza, Clerk  
Veronica Sifuentes, Member  
Cindy Wu, Member

### **District Administration**

Lillian Maldonado French  
**Superintendent**  
John Lovato

### **Assistant Superintendent of Personnel Services**

Darin De Knikker

### **Assistant Superintendent of Business Services**

Raymond Andry

### **Assistant Superintendent of Educational Services**

### **School Description**

Maxson Elementary is an exciting TK-6 school where children learn, have fun and participate in many events. We encourage early childhood education and houses 5 pre-school classes on our campus. Teachers, staff, students and parents all work together to create an atmosphere of “family.”

We are “Committed to Excellence”, and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver.

The local community and Maxson Elementary benefit greatly from their collaboration and commitment to each other. We strive to provide a variety of educational and extra-curricular events for our students and families. Some of our activities include: Harvest Festival, Reading is Fundamental Book Give-A-Ways, Red Ribbon Week, Mini-Olympics, Read Aloud Week, Fiesta de Mayo, Student Council, Coding Club and Staff Appreciation Day, and a variety of study trips and 6th grade promotional activities.

Maxson Elementary School is located in the City of El Monte, in the eastern San Gabriel Valley. The community is highly supportive of the educational climate. El Monte has much more to offer than just ‘the mount,’ as its name suggests. Local community morale is soaring due to the rapid spread of industry and businesses. Maxson Elementary School serves grades kindergarten through six, as one of the ten elementary schools in the Mountain View Elementary School District. It is the third oldest school in our district as it was founded in 1948. Maxson Elementary School maintains a commitment to providing a strong instructional program and student academic excellence.

Maxson is a PBIS School. We S.O.A.R Together! PBIS is Positive Behavior Intervention Supports. Maxson Elementary School is committed to creating an environment that encourages and empowers all students to aim high in all areas of their academic, creative, physical, and social skills, building future leaders! At Maxson, our Falcons S.O.A.R.! Each student is expected to Be SAFE , BE ORDERLY, BE ACHIEVERS AND BE RESPECTFUL.

The school seeks to promote parental involvement in the educational process as well as staff members, offering comprehensive programs and guides for the benefit of both the student and the parent. Families and community members are encouraged to participate in our organized school activities such as our monthly Family Literacy Lunches and Read Aloud Week.

## 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	108
Grade 1	72
Grade 2	67
Grade 3	60
Grade 4	81
Grade 5	81
Grade 6	83
<b>Total Enrollment</b>	<b>552</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.2
Asian	6.5
Filipino	0.7
Hispanic or Latino	92.4
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	89.5
English Learners	64.9
Students with Disabilities	6.7
Foster Youth	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			
Maxson Elementary School	16-17	17-18	18-19
With Full Credential	24	23	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Mountain View School District	16-17	17-18	18-19
With Full Credential	♦	♦	383.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Maxson Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	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)

Textbooks and Instructional Materials Year and month in which data were collected: November, 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Mcgraw-Hill California Wonders Literature Anthology & Reading Writing Workshop (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt Math Expressions (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Scott Foresman California Science (2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections (2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

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

Maxson Elementary School was originally built in 1948 for a growing student population. Currently, our school serves 511 students spanning the grades from Transitional Kindergarten to Sixth in 20 classrooms. In addition, we have two computer labs, a library, and a multi-purpose room. All of our facilities are in good repair and receive basic cleaning on a regular basis. In addition, detailed cleaning is completed during vacation periods.

Maxson Elementary School maintains an environment that is conducive to every aspect of the learning process from structural soundness of facilities to discipline procedure. All buildings meet State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the District are met and carried out on-site by one full-time and three part-time custodians. Our buildings provide a safe, clean environment for students, staff and volunteers. All facilities at Maxson Elementary School site have been inspected by the Los Angeles County Office of Education and found to be maintained in a manner that is clean, safe, and functional, and provide an environment that supports the quality education that Mountain View has set for our students. Recently new benches were installed, our playground blacktop was resurfaced and roofs were repaired. We are proud to report that our most recent Williams Facility inspection results showed Maxson School to be a clean and safe school and in "good" repair.

Maxson is a clean and safe environment for all stakeholders. A "deep" cleaning is provided to all rooms, work areas and restrooms during winter and summer breaks. Classrooms and restrooms are routinely serviced and immediately repaired. In addition, daily reports of incidents that require repair are processed through work orders, with emergency repairs receiving the highest priority. Such repairs are reported to our Maintenance and Operations department via an electronic reporting and monitoring program.

There were no major improvement projects undertaken at Maxson School during the 2017-2018 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/25/2017		
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	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9/25/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<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
<b>ELA</b>	31.0	40.0	35.0	37.0	48.0	50.0
<b>Math</b>	27.0	30.0	23.0	25.0	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
<b>Science</b>	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
<b>5</b>	26.6	31.6	15.2

\* 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	300	298	99.33	40.27
Male	136	135	99.26	36.30
Female	164	163	99.39	43.56
Black or African American	--	--	--	--
Asian	17	17	100.00	76.47
Filipino	--	--	--	--
Hispanic or Latino	276	274	99.28	37.23
Socioeconomically Disadvantaged	268	267	99.63	41.20
English Learners	216	214	99.07	39.72
Students with Disabilities	19	19	100.00	10.53
Students Receiving Migrant Education Services	11	11	100.00	36.36
Foster Youth	--	--	--	--

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	300	296	98.67	30.41
Male	135	133	98.52	29.32
Female	165	163	98.79	31.29
Black or African American	--	--	--	--
Asian	17	17	100	82.35
Filipino	--	--	--	--
Hispanic or Latino	276	272	98.55	26.84
Socioeconomically Disadvantaged	268	265	98.88	31.32
English Learners	216	213	98.61	31.92
Students with Disabilities	19	19	100	10.53
Students Receiving Migrant Education Services	11	11	100	27.27
Foster Youth	--	--	--	--

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)

Maxson Elementary School encourages parent engagement in a variety of ways. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community. Parent Advisory Council meetings are held five times a year. From these general meetings, we hold annual elections to select school representatives to the Superintendent's Parent Advisory Council (SPAC), District and School English Learner Advisory Council (DELAC & ELAC), and the School Site Council (SSC). Maxson parents are also instrumental members of our decision making process by participating in School Site Council (SSC), English Learner Advisory Committee (ELAC), our Title I Parent Advisory Committee (MPAC), and our Parent Action Team (PAT). The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms. Our Parent Action Team (PAT) comprises of parent and staff representatives, who together plans and implements family engagement opportunities that directly support our students' learning goals. These opportunities include, for example, family classes in the area of language arts and mathematics to support student learning of the California Common Core Standards. In addition to these formal committees, parents volunteer in our classrooms, and chaperone study trips.

Parents are the cornerstone of our school. We promote parental involvement in the educational process and strive to give our parents support with a variety of presentations and classes. Our parents and community members are encouraged to participate in organized activities as well as various committees and councils established to preserve the vital line of communication between the school and the community. During the year, parents received trainings on immigration issues, fiscal responsibility, saving for college, parenting and so much more. Parents are involved in our School Site Council, ELAC, PAT and MPAC meetings. If you wish to become involved in the school's activities or simply volunteer to work in a classroom, please contact Maxson's Community Liaison, Maria Chairez at (626) 652-4565.

### 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 and well-being of your child is our number one priority and that is why Maxson Elementary School maintains a closed, secured campus throughout the instructional day. On a daily basis, administrators, teacher and other campus supervisors monitor activity and ensure student safety before school, at lunch and after school. The main entrance gate to our school is adjacent to our school office. Before school and after school we have a supervised gate on Felipe Street for students living north of our school campus. This gate is for student entrance and exit only. All adult visitors are required to report to the main office, sign in and receive a visitor's badge before coming on campus.

Students attending Maxson Elementary School are constantly under adult supervision. Aside from the supervision of their teachers during class periods, yard supervisors monitor students during recess and lunchtimes. In addition, the yard supervisors are on the grounds before students arrive in the morning. Custodians also arrive on campus prior to the students to help with traffic flow and check on facility conditions.

In further striving to ensure student safety, Mountain View School District adopted the School Safety Plan in collaboration with the Los Angeles County Office of Education. The plan provides guidance in key elements of safety including child abuse prevention/reporting, safe ingress/egress, safety drill/disaster and discipline procedures. The plan is discussed, reviewed, and updated with staff annually, and is available to the public through the school office; the plan is currently under revision at this time. The School Safety Plan is shared with students during assemblies and parents during parent meetings. Our last update was approved by the School Site Council in February 2014.

Our disaster preparedness plan includes regular practice of routines and procedures for fire, earthquake, evacuation, and emergency lock-downs. These disaster drills are practiced on a monthly basis to prepare students, staff and parent volunteers for all emergency situations. We also maintain an emergency storage bin stocked with fresh water and other supplies for use during a disaster.

Positive reinforcement through our PBIS program is given for good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognitions. Various activities are available for student participation outside of the standard curriculum to enrich the program, as well as the experience at Maxson Elementary. To further promote a safe environment, students participate in assemblies discussing safety and bullying. The El Monte Police Department provides additional support with students and families through our School Resource Officer (SRO) program.

Discipline procedures, as outlined in the Student Handbook, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm.

**Suspensions and Expulsions**

School	2015-16	2016-17	2017-18
Suspensions Rate	1.4	1.3	3.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.3	3.0	3.3
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	.0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.2
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
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.

**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	19	27	2	4		3	1	4			
1	22	24	24				3	3	3			
2	28	22	22		1		3	2	3			
3	28	27	20			2	3	3	1			
4	32	27	23			1	3	3	2			
5	31	30	31				2	3	2			1
6	21	19	28	2	2		3	2	3			

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

## Professional Development provided for Teachers

For the 2018-19 school year, professional development will be provided in the Mathematics, English Language Arts and Social Emotional Learning. Once a month professional development will center around social-emotional learning including PBIS. Staff will also engage in professional development regarding technology integration and continue working with Sobrato Early Academic Language (SEAL) in TK-3rd grade. Additionally the staff will continue to develop multiple assessments to support student academic growth.

Professional development is delivered through school workshops, conference attendance, mentoring, and district wide professional development.

Teachers are supported on an individual basis as well as during Professional Learning Communities at Grade Level, staff meetings and data review meetings to better enhance accounting for 100 percent of our students.

2018-19 - Three Days  
 2017-18- Four Days  
 2016-17 - Four Days  
 2015-16 - Three Days  
 2014-15 Eight Days  
 2013-14 Eight Days  
 2012-13 Three Days

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,862	\$50,084
Mid-Range Teacher Salary	\$87,733	\$80,256
Highest Teacher Salary	\$104,909	\$100,154
Average Principal Salary (ES)	\$128,340	\$125,899
Average Principal Salary (MS)	\$134,340	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$205,000	\$222,447
Percent of District Budget		
Teacher Salaries	36.0	37.0
Administrative Salaries	5.0	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

Maxson Elementary School utilizes funds from the State and federal government to meet the diverse academic and socio-emotional needs of our students. The School Plan for Student Achievement outlines these goals and our planned budgetary expenditures to meet them. Our School Site Council, made up of staff and parents, annually reviews the plan and our progress towards meeting our goals. In addition, the School Site Council monitors the plan's implementation throughout the school year and seeks input from parent groups, school staff, and the English Learner Advisory Council to update the plan as needed.

Primarily, our planned expenditures are from two funding sources: Title I (federal funds) and Local Control Funding Formula (State funds). Funds are used to pay for library services and books, the computer lab, classroom computers, supplemental instructional materials and services, health services, instructional software, and professional development among other things. The majority of these funds are used to pay for support personnel that provide direct services to our students such as instructional assistants, library aide, community liaison, health clerk, school counselor and technology tech. Additionally, our Title I funds are utilized to support staff development training and parent education/participation opportunities. The balances of the remaining funds are used for instructional materials such as English Language Development units, instructional software and supplemental workbooks.

School funds and the allocation of these funds are vital to running a successful school. These funds are necessary to sustaining the learning climate as well as the quality of the instructional program. Each fund has its own type of restrictions on how the money can be spent and what material can be purchased. Title I funds are called "categorical" funds. The School Site Council reviews and approves the budget each year.

## 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,003	\$590	\$6,413	\$90,802
District	◆	◆	\$9,903	\$93,143
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-42.8	-2.5
Percent Difference: School Site/ State			-10.5	11.5

\* 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.