

# Laurel School

95 Edge Road • Atherton, CA 94027 • 650-324-0186 • Grades K-5

Linda Creighton, Principal

lcreighton@mpcsd.org



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



### Menlo Park City Elementary

181 Encinal Avenue  
Atherton, CA, 94027  
650-321-7140  
mpcsd.org

#### District Governing Board

David Ackerman  
Caroline Lucas  
Stacey Jones  
Sherwin Chen  
Scott Saywell

#### District Administration

Erik Burmeister  
Superintendent

### School Description

Laurel School is one K-5 School that spans two campuses. Our Lower Campus serves students Kindergarten, First and Second Grades. Our Upper Campus serves students in Third, Fourth and Fifth Grades.

Laurel School's Lower Campus is located in a residential area of Atherton, serving 350 students. It is a leafy campus, with the classrooms built around central interior collaborative spaces, often used for small break out groups.

Just two miles away, in the Willows neighborhood of Menlo Park, lies Laurel's Upper Campus. Our Upper Campus serves our 360 third through fifth grade students. Laurel's Upper Campus building opened in October 2016.

Across the two campuses, the certificated school staff include: 33 regular education classroom teachers, two half-time EL specialist teachers, two reading specialists, one librarian, one full time and four part-time music teachers, two half-time art specialists, one P.E. teacher, three RSP teachers, one school counselor, one psychologist, and two administrators. Part-time classified staff includes instructional aides (1 hour for every K-3 classroom), paraeducators, science aides, and one LVN/admin assistant at each campus. A full-time Office Manager supports each campus, as well.

We live by our Laurel School Vision, which was created in 2016 with input from teachers, students, and community members:

"The Best Place to Spend Your Childhood! We are Confident Students who experience joyful learning, social-emotional wellness, and are globally minded. We are Passionate Teachers who are child-centered and practice reflective collaboration. We are an Involved Community that builds relationships with each other, the staff, and all our students."

As one of the four schools of the Menlo Park City School District, Laurel School also pursues the District's mission:

"We are a community of educators, scholars, parents, and staff working together to inspire high academic achievement among all students, serve their needs, challenge their minds, and enrich their lives, laying a foundation for success and participation in our democratic society and as citizens of the world."

## 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	117
Grade 1	111
Grade 2	133
Grade 3	107
Grade 4	121
Grade 5	116
<b>Total Enrollment</b>	<b>705</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	12.6
Filipino	0.9
Hispanic or Latino	19.0
Native Hawaiian or Pacific Islander	1.6
White	52.5
Two or More Races	12.8
Socioeconomically Disadvantaged	10.9
English Learners	8.4
Students with Disabilities	9.1
Foster Youth	0.1

## 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			
Laurel School	16-17	17-18	18-19
With Full Credential	45	48	47
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Menlo Park City Elementary	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Laurel 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)

Textbooks and Instructional Materials	
Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Units of Study for Teaching Reading, Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Units of Study in Opinion, Information, and Narrative Writing Elementary Series, Heinemann, Teachers College Reading and Writing Project, K-5</p> <p>Adelante!, Benchmark Education, K-5, ELA Spanish Immersion</p> <p>Words Their Way, Pearson, K-5</p> <p>Leveled Literacy Intervention, Fountas and Pinnell, K-5</p> <p>ENGLISH LEARNERS</p> <p>EL: English 3D, California Edition, K-5</p> <p>ELD Links, Lingual Learning, K-5</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
Mathematics	<p>California Math Expressions, Houghton Mifflin, K-5</p> <p>Big Ideas Math Common Core Advanced 1, Cengage Learning, 5</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0.0 %</p>
Science	<p>CALIFORNIA FOSS, Delta Education, as follows:</p> <p>Trees, FOSS, K</p> <p>Wood and Paper, FOSS, K</p> <p>Animals 2x2, FOSS, K</p> <p>Solids and Liquids, FOSS, 1</p> <p>Plants and Animals, FOSS, 1</p> <p>Air and Weather, FOSS, 1</p> <p>Pebbles, Sand and Silt, FOSS, 2</p> <p>Balance and Motion, FOSS, 2</p> <p>Insects and Plants, FOSS, 2</p> <p>Structures of Life, FOSS, 3</p> <p>Sun, Moon and Stars, FOSS, 3</p> <p>Matter and Energy, FOSS, 3</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Environments, FOSS, 4 Solid Earth, FOSS, 4 Magnetism and Electricity, FOSS, 4 Water Planet, FOSS, 5 Mixtures and Solutions, FOSS, 5 Living Systems, FOSS, 5  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
<b>History-Social Science</b>	Reflections, California Series, Harcourt School Publishers, K-5 Reflexiones, California Series SPANISH, Harcourt School Publishers, K-5  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
<b>Foreign Language</b>	<b>Percent of students lacking their own assigned textbook:</b> 0.0 %
<b>Health</b>	Second Step, Committee for Children ('02) K-2 Skills for Growing, Lions-Quest ('03) 3-5 Puberty Talks, Health Connected (2017) 5  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0 %
<b>Science Laboratory Equipment</b>	N/A <b>The textbooks listed are from most recent adoption:</b> N/A <b>Percent of students lacking their own assigned textbook:</b> 0.0 %

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

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

Laurel School is one school across two campuses, which sit approximately 2 miles apart.

The Lower Campus, which houses K-2 students is located on 95 Edge Road in Atherton and has 23 classrooms, a music room, an art room, a multipurpose room, a "mini multi," a library, a computer lab, and an administration building. The campus is approximately 60 years old. One of the buildings houses the MPCSD Early Learning Center and Heritage Oak Children's Center, which are preschool programs.

A major renovation of the facility was completed in 1999, and as a result, all classrooms are wired for internet, phone and cable TV. In 2006, the community approved a \$91.1 million bond measure to improve district facilities. From 2008-2011, Laurel School completed modernization and site improvements that were not completed with the last Bond measure, and two new classroom pod buildings and three specialist classrooms were constructed to replace aging portables. In the summer of 2014, the District did a volunteer seismic and roofing project to ensure student safety in the classrooms that were built in the 1950s.

In 2014, MPCSD community passed the Measure W bond, which funded the construction of Laurel's Upper Campus on 275 Elliott Drive in Menlo Park. This campus includes 16 classrooms, 3 specialty classrooms, library, administration, gym, stage, and collaborations areas. The Upper Campus opened on October 17, 2017, and it also includes a playground, hardcourt, and grass field.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Director of Maintenance and Operations and the custodial crew conduct an annual walk-through to identify and prioritize necessary maintenance projects.

The District maintenance staff keeps the school in good repair and working order by completing necessary tasks in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning standards for all schools in the district have been established. The Principal, Assistant Principal, and Director of Maintenance and Operations work closely with the custodial staff to develop cleaning schedules to ensure clean and safe school campuses. The District annually sets monies aside for long-term maintenance projects. The District's complete maintenance plan is available at the district office.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: November 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	(Computer Lab, HOCC) Lighting needs to be changed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	(Girl's and Boy's Restrooms) Faucets need to be fixed
<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	(DPOD) Replace shade over skylight
<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	79.0	83.0	82.0	84.0	48.0	50.0
Math	78.0	79.0	80.0	81.0	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	21.1	22.8	35.1

\* 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	346	344	99.42	82.56
Male	174	173	99.43	83.24
Female	172	171	99.42	81.87
Black or African American	--	--	--	--
Asian	38	38	100.00	92.11
Filipino	--	--	--	--
Hispanic or Latino	63	62	98.41	66.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	186	185	99.46	84.32
Two or More Races	48	48	100.00	89.58
Socioeconomically Disadvantaged	42	42	100.00	52.38
English Learners	46	45	97.83	64.44
Students with Disabilities	43	43	100.00	58.14
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.

<b>School Year 2017-18 CAASPP Assessment Results - Mathematics</b>				
<b>Disaggregated by Student Groups, Grades Three through Eight and Eleven</b>				
<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	346	343	99.13	79.01
<b>Male</b>	174	173	99.43	82.66
<b>Female</b>	172	170	98.84	75.29
<b>Black or African American</b>	--	--	--	--
<b>Asian</b>	38	38	100	92.11
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	63	61	96.83	52.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	186	185	99.46	83.24
<b>Two or More Races</b>	48	48	100	95.83
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	34.15
<b>English Learners</b>	46	45	97.83	57.78
<b>Students with Disabilities</b>	43	42	97.67	42.86
<b>Foster Youth</b>	--	--	--	--

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)

Each year, parent volunteers contribute thousands of hours to help enrich the children's education at Laurel School. Every parent has competing demands on their time, from paid employment to younger children. But, Laurel School encourages parents to volunteer in a way that will be meaningful to them and their child - we can assure you that it will be meaningful for the entire Laurel School community.

Parents, grandparents, friends, and neighbors volunteer in many ways: one morning each week to help in the classroom, a half hour a month to assist in art class, a couple of days in the summer to set up the car line/carpool, monthly Art in Action lessons, or one morning in April for the STEAM Fair.

Within the Laurel PTO, parents can volunteer to serve on one of our many committees:

Campus & Classroom Enrichment:

- Art Enrichment
- Library Volunteer
- STEAM (Science, Technology, Art, and Math) Fair
- Campus After-School Programs
- Student Safety & Welfare
- Transportation
- Yearbook & Pictures
- Community Building:
  - Caring & Sharing
  - Fall Family Picnic
  - Hospitality
  - Kinder & New Family Welcome
  - Spirit Wear
  - Spring Fling Picnic
- Volunteer Appreciation
- Communications:
  - Campus Communications
  - Graphics
  - Newsletter
  - Web Management
- Fundraisers:
  - PTO Membership
  - Box Tops
  - Book Fair
  - Pop! Pop! Read a Lot! Challenge
- Teacher/Staff Support:
  - Head Room Parents
  - Staff Appreciation

The parents at Laurel School are very supportive. 85% of our families are members of the PTO, and hundreds of parents serve on over 35 different PTO committees which enhance and support our Laurel instructional program and school community. In addition to an Art Specialist, who delivers weekly art instruction to the students, parent volunteers deliver monthly Art in Action lessons in each classroom. The PTO also coordinates a hot food offering every day of the week. Classroom teachers are supported by a large group of parent volunteers. The librarian uses parents to help manage the circulation of books within our library.

The amount of direct assistance in the classroom is illustrated by over 3,000 hours of classroom volunteer time logged during the school year.

Finally, parents serve on our Laurel School Site Council, which meets on a monthly basis to review and monitor the Laurel School Site Plan.

### 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 Menlo Park City School District incorporates requirements of all legislative mandates into a single Emergency Preparedness Plan that is updated annually. The assistant principal manages the Site Emergency Plan that coordinates concerns of parents, students and staff for the safety and welfare of all. The Site Emergency Plan is reviewed and revised annually and appropriate drills and training are provided to help all persons become familiar with their responsibilities. Emergency preparedness also includes close cooperation and planning with police, fire, civic emergency agencies and school/parent groups.

The safety and security of Laurel students and staff is our number one priority. Each month, we practice a particular safety drill so our students and staff know what to do in the event of an emergency. Along with all schools in MPCSD, we follow the "Big 5" Safety Protocols outlined by the San Mateo County Office of Education. We practice how to "Drop, Cover and Hold On" in the event of an earthquake and how we evacuate buildings in the event of a fire. Here at Laurel, we are all working proactively together to keep our students safe at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.2	0.4
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	0.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0.0
Other	0.0
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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	22	24				5	6	5			
1	23	21	22			1	5	6	4			
2	21	22	22		1	1	6	4	5			
3	19	23	22	6		1		5	4			
4	23	24	24				3	5	5			
5	24	23	23					3	5			
Other	18		8	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**

During the 2017-2018 school year, all K-5 teachers received up to 4 days of on-site professional development with a staff developer from Teachers College - Columbia University. This on-site staff development occurred in the classroom working with our staff and students.

Teachers also participate in staff development with three MPCSD Teachers on Special Assignment who support in a variety of ways including curriculum mapping, unit planning, integrating technology, and in-class coaching.

Several teachers attend conferences throughout the school year including the Reading Recovery Council of North America Annual Conference in Ohio, National Council for Teaching Mathematics Innovate Conference in Las Vegas, San Mateo County Office of Education PBL training and workshops, CAFE Bilingual Conference in Sacramento.

Beyond these professional development events, Laurel School's Spanish Immersion teachers lead professional development for teachers in other immersion schools through the DLI Saturday Reunion Mini-Conference. Many Laurel teachers lead workshops, lead the site lab classroom visits, and also attend workshops put on by their colleagues.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,662	\$48,064
Mid-Range Teacher Salary	\$96,593	\$75,417
Highest Teacher Salary	\$118,323	\$94,006
Average Principal Salary (ES)	\$171,573	\$119,037
Average Principal Salary (MS)	\$159,380	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$235,205	\$183,692
Percent of District Budget		
Teacher Salaries	44.0	36.0
Administrative Salaries	7.0	6.0

\* 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/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7910	1133	6777	100229
District	◆	◆	9028	\$103,622
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-24.9	-0.8
Percent Difference: School Site/ State			3.1	35.1

\* 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.

**Types of Services Funded**

With our funding resources, schools are provided support teachers and staff to meet a variety of student needs. We have support teachers for English language Development and Reading. Music Teachers, and full-time Teacher Library Specialists, and Science Aides to enhance our instructional Programs and we also have robust Student Support services including speech and language specialists, resource specialists, psychologists, school counselors, and nursing. Core textbooks are purchased with district funds and state funds, and monies raised by the PTO supplement instructional materials and supplies. We are constantly working to increase the amount and quality of technology in our schools.