



# Lassen View Union Elementary

10818 Highway 99-E • Los Molinos, CA, 96055-9625 • (530) 527-5162 • Grades K-8

Jerry Walker, Principal

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**2019-20 School Accountability Report Card  
Published During the 2020-21 School Year**



**Lassen View Union Elementary  
School District**

10818 Hwy 99E

Los Molinos, CA 96055-9625

(530) 527-5162

[www.lassenview.org](http://www.lassenview.org)

**District Governing Board**

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**District Administration**

Jerry Walker

**Superintendent**

Jerry Walker

**Superintendent/Principal**

Dan Jackson

**Vice-Principal**

## School Description

Lassen View School strives to promote success through academics and positive character building. Our goal is to provide high level instruction for core subjects with academic supports as needed. These programs have been instituted to provide a varied and well rounded educational experience in the basic skills of reading, math, language, and the sciences in addition to exposure in the areas of music, physical fitness, art and computer science.

At Lassen View, we continually develop and update our core educational program to make learning a part of the real world. We hope to instill in our students a life-long appreciation for learning. We strive to prepare our students to become worthwhile and productive citizens for the future.

Lassen View Elementary District consists of one school- Lassen View Elementary School. We are located in a rural farming area and the school is a central focus of the community. All of the students are bused to school or brought by parents as it is located on a busy highway. Many of the students' parents and grandparents attended Lassen View Elementary and there is much local pride in the school.

Lassen View Elementary has approximately 370 students in K – 8th grade with a total of 17.0 teachers. To support students in academics and behavior, we have a teaching position that we call an "Opportunity Class Teacher". This teacher coordinates with general education teachers to support academics and behavior.

Lassen View has an excellent reputation within the county and receives more inter district requests each year than it can accommodate. We are a Title I School-Wide Program and receive REAP funds due to our rural location.

The school's educational goals revolve around the Common Core Standards. The staff, board and site council all believe it is imperative that all students receive an education that prepares them for success in high school, college or trade school, and adulthood.

The mission statement of the district is "Opening the door to lifelong success".

The COVID-19 pandemic has been challenging for all schools. We feel very proud for our response to this situation. When school closed in March, we provided 150-200 meals 5 days per week and about half of those meals were delivered to homes of students. We planned and worked all summer long to open up for students in the fall. We opened to students on August 17th and have only had to close once as we finish out 2020. This is in no small part due to the commitment and belief of the staff that students should have the opportunity to be at school. Distance Learning is not what we want to provide for our students unless they choose the independent study option.

## 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	40
Grade 2	28
Grade 3	41
Grade 4	36
Grade 5	49
Grade 6	41
Grade 7	36
Grade 8	54
Total Enrollment	383

## 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.6
Filipino	0.3
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.3
White	74.7
Two or More Races	1
Socioeconomically Disadvantaged	57.4
English Learners	5.7
Students with Disabilities	7.8
Foster Youth	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 for Lassen View Union	18-19	19-20	20-21
With Full Credential	15.5	17	17
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Lassen View Union	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

#### Teacher Misassignments and Vacant Teacher Positions at Lassen View Union Elementary

Indicator	18-19	19-20	20-21
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 2020-21)

All textbooks used by students are state adopted. We do use a variety of instructional materials as supplemental curriculum such as Accelerated Reading/Math, Lexia, and I-Ready.

#### Textbooks and Instructional Materials

Year and month in which data were collected: 12/20/20

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmarks Advanced (K-5) and Study Sync (6-8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Math Expressions (K-5) and College Preparatory Mathematics aka CPM (6-8) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	StemScopes/2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Scott Foresman K-3; Harcourt 4-6 / 2019; TCI 7-8; <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A

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

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

The Lassen View Elementary campus was established in 1949 and is located on 9.5 acres. The campus was modernized in 1989 and a gym was built in 2002. The school has 10 permanent classrooms and 7 portable classrooms, a gym, cafeteria, 3 sets of restrooms and a library. During July 2016, the gym flooded when the water heater failed. The floor was replaced and the gym was re-opened for use at the beginning of December. We have surveillance over most of the campus and have limited vandalism.

The district takes great efforts to ensure that the school is clean, safe and functional. The condition of our school is clean but we have old buildings and portables. Our overall rating for the Facility Inspection Tool (FIT) is FAIR. The School District attempted to pass a bond in November of 2019 but was unsuccessful. We have applied for hardship and modernization and are in the waiting process for modernization. Our cafeteria wall was repaired during the summer of 2020.

Security cameras and outside lighting are located around campus. Visitors must check in at the office and wear visitor badges. Teachers and aides supervise all recesses and use radios to get immediate support as needed.

All staff wear identification lanyards.

#### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 05/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Some floors have water damage and need replacement. Some classrooms have been replaced/repared with new tile and/or carpet.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	<p>Bathrooms have no mechanical ventilation, plumbing often fails, and windows are failing.</p> <p>Bathroom on primary side had sinks lowered and refinished. The fountain outside the restroom was fixed and refinished.</p> <p>Bathroom for middle school had some major improvements in the summer of 2019. Ceiling tiles were replaced, painting was completed, and toilets were improved.</p> <p>The district has been working with Semingson Engineering to move toward modernization and facility hardship in a number of areas including restrooms.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	<p>The cafeteria wall facing the office needs to be repaired due to termite damage. We are currently in the process of applying for facility hardship to get the work completed.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>Our windows are not dual pane and need to be replaced. The playground border around gravel areas was replaced last summer. There are three doors that do not close as well as they should and were replaced during the winter break over Christmas time.</p>
<b>Overall Rating</b>	Fair	<p>When one looks at the school, it appears to be in great condition. However, there are old buildings and portables that need upgrading and replacement. The district will have a Bond Measure on the March 3, 2020 ballot. In addition, the school is in the process of applying for modernization and new construction.</p>

## 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**

<b>Subject</b>	<b>School 18-19</b>	<b>School 19-20</b>	<b>District 18-19</b>	<b>District 19-20</b>	<b>State 18-19</b>	<b>State 19-20</b>
<b>ELA</b>	52	N/A	52	N/A	50	N/A
<b>Math</b>	43	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	21	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

#### CAASPP Test Results in Science by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 2020-21)

Parents are viewed as the most important person in a child's life and are strongly encouraged to participate in their child's school education. Lassen View believes that the most important parent involvement occurs at home. This is done by setting the belief that school success is important. In addition, parents can help by setting up a place and time for consistent homework support. There are also many opportunities for parents to become involved at Lassen View. Some examples include: School Site Council, Parent Booster Club, classroom volunteering, attendance at award ceremonies and assemblies, school board meetings, musical programs, and sporting events. There are two times during the school year when Parent Conferences occur. Parents are kept up-to-date with their child's progress and school events through the use of an all-call phone system and Remind 101.

### 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 (School Year 2020-2021)

The school safety plan is reviewed yearly by the School Site Council and approved by the Board of Trustees. Students and staff participate in monthly drills for safety, including fire, earthquake, tornado, and Code Red drills. Staff can be identified by pictured school lanyards. Visitors have to sign in at the main office. In case of an emergency in which parents need to be notified, we would use our All Call system for expediency. The school added a PA system that can be heard on all parts of our campus.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.2	2.4	4.2	2.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.1	2.1	4.1
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## 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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4
Psychologist	Pay for service
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	Pay for service
Resource Specialist (non-teaching)	1
Other	2

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2			22		2		25		2	
1	23		1		21		1		25		1	
2	22		2		21	1	1		23		1	
3	25		1		20	1	1				1	
4	27		2		33			1	32			1
5	30		1		27		2		34			1
6	28		1		32		1		30		1	
Other**									25		4	

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Professional development is focused around the 5 staff development days and minimum Wednesdays. Due to COVID, we increased the number of minimum days to every Wednesday as opposed to the first and third Wednesdays of the month. We also had to delay school at the beginning of the year to ensure our school had all safety measures in place. During those 5 professional development days, teachers had time to prepare for Distance Learning. During the 19-20 school year, our focus of PD was based around social-emotional curriculum and support. Minimum days this year allow our staff time to prepare for the students on their class list who are on Independent Study due to COVID.

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,589	\$46,965
Mid-Range Teacher Salary	\$62,455	\$67,638
Highest Teacher Salary	\$88,303	\$88,785
Average Principal Salary (ES)		\$112,524
Average Principal Salary (MS)		\$117,471
Average Principal Salary (HS)		
Superintendent Salary	\$119,130	\$128,853

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	30.0
Administrative Salaries	5.0	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/).

**Types of Services Funded**

The district budget pays for the superintendent/principal, teachers, support staff, and instructional assistants' salaries and incidental costs plus books, materials, supplies, equipment, transportation, maintenance, operations of the school buildings and grounds maintenance. See our LCAP if you would like further information regarding expenditures. For specialized academic support for special education services, the district has a Memorandum of Understanding with Tehama County Department of Education. Some of these services include a Resource Specialist, Speech Services, Occupational Therapy, and Adaptive Physical Education.

The school funds a counselor 3 days per week to support students and families with social-emotional needs. There is a full-time PE teacher and a .4 Music teacher as part of the Lassen View staff.

**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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,736	\$1,794	\$6,942	\$61,910
District	N/A	N/A	\$7,342	\$72,625
State	N/A	N/A	\$7,750	\$71,448

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.6	-15.9
School Site/ State	-11.0	-14.3

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