



Dingle Elementary School

625 Elm St. • Woodland, CA 95695-3921 • (530) 662-7084 • Grades K-6

Ursula Ruffalo, Principal
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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Woodland Joint Unified School District

435 Sixth Street
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Educational Services**

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**Assistant Superintendent
Human Resource Services**

Principal's Message

Welcome to C. E. Dingle Elementary School. We are connected to our community through our rich history, traditions and generations of Woodlanders that have attended our school. Our learning community is focused on ensuring that C.E. Dingle Elementary is a safe and caring place for all learners. We are committed to meeting every learner at their point of need and supporting their educational needs by providing them with quality instruction and programs.

Our teachers, parents, staff and community members work together to provide every student with the education to enable that student to be successful in middle school, high school and beyond. We strive to equip our students with the 21st Century skills necessary to meet the demands of our global society in a way that is culturally responsive while setting the highest expectations.

Best,
Ursula Ruffalo, Principal

Vision Statement

The vision for C.E. Dingle Elementary School staff is to educate students to become productive and contributing members of our democratic society.

Mission Statement

The C.E. Dingle Elementary School staff believes that all students can learn and are entitled to a positive educational experience that celebrates student achievement. The staff, in conjunction with the school community, is committed to providing quality programs that meet the educational needs of our diverse student population and prepares them to successfully meet future challenges.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,782 students in the 2018-2019 school year.. C.E. Dingle Elementary School had 338 students enrolled in grades TK-6 during the 2018-2019 school year.

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
Kindergarten	71
Grade 1	46
Grade 2	51
Grade 3	40
Grade 4	38
Grade 5	46
Grade 6	46
Total Enrollment	338

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.6
Asian	1.8
Filipino	0.3
Hispanic or Latino	78.7
White	13.3
Two or More Races	1.2
Socioeconomically Disadvantaged	77.8
English Learners	44.7
Students with Disabilities	12.4
Foster Youth	1.8
Homeless	6.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Dingle Elementary	17-18	18-19	19-20
With Full Credential	17	16	13
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	◆	◆	413
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	1

Teacher Misassignments and Vacant Teacher Positions at Dingle Elementary 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)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has 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 Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2019, regarding textbooks in use during the 2019-2020 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Dingle Elementary School, originally constructed in the 1940s, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of nine classrooms, thirteen portable classrooms, one Resource Specialist Program classroom, one library, one multipurpose room, one computer lab, one staff room, and two playgrounds. In 2009, all asphalt on campus was resurfaced. Facility information is current as of September 20, 2019.

Cleaning Process:

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment. Providing a safe and clean learning environment for students is a top priority for all staff.

Maintenance and Repair:

District maintenance staff ensure that all maintenance requests are completed in a timely manner. A work order process provides efficient service and maintenance of our campus. At the time of publication, 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Dingle P 02: 4: (D) Plaster or paint is damaged on door. 7: (D) Improper usage of extension cords or extension cord trip hazard Dingle P-13: 4: (D) Plaster or paint is damaged on door. 5: (D) Cluttered classroom or storerooms. 7: (D) Lighting fixture or bulbs are not working or missing 13: (D) Gutters, roof drains, or downspouts are not intact, leaks on hand rails. Dingle Room 4: 4: (D) Ceiling tiles are stained Dingle Room 5: 4: (D) Ceiling tiles are stained 11: (D) Materials labeled "keep out of reach of children" are within reach of children Work Orders 38515, 38518, 38521, and 38522
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Dingle P-13: 4: (D) Plaster or paint is damaged on door. 5: (D) Cluttered classroom or storerooms. 7: (D) Lighting fixture or bulbs are not working or missing 13: (D) Gutters, roof drains, or downspouts are not intact, leaks on hand rails. Work Order 38518

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	Dingle P 02: 4: (D) Plaster or paint is damaged on door. 7: (D) Improper usage of extension cords or extension cord trip hazard Dingle P 07: 7: (D) Lighting fixture or bulbs are not working or missing Dingle P-11: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled. Dingle P-13: 4: (D) Plaster or paint is damaged on door. 5: (D) Cluttered classroom or storerooms. 7: (D) Lighting fixture or bulbs are not working or missing 13: (D) Gutters, roof drains, or downspouts are not intact, leaks on hand rails. Work Orders 38515, 38516, 38517, and 38518
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Dingle Multi Purpose: 9: (D) Sink/fountain is damaged, vacuum breaker in mens restroom needs to be replaced. 15: (D) Door jambs have excessive scratches and wear marks Work Order 38514
Safety: Fire Safety, Hazardous Materials	Good	Dingle P-11: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled. Dingle Room 5: 4: (D) Ceiling tiles are stained 11: (D) Materials labeled "keep out of reach of children" are within reach of children Work Orders 38517 and 38522
Structural: Structural Damage, Roofs	Good	Dingle P-13: 4: (D) Plaster or paint is damaged on door. 5: (D) Cluttered classroom or storerooms. 7: (D) Lighting fixture or bulbs are not working or missing 13: (D) Gutters, roof drains, or downspouts are not intact, leaks on hand rails. Dingle Portable Girls Restroom: 12: (D) Damage to stairway or ramp Work Orders 38518 and 38520

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Dingle Multi Purpose: 9: (D) Sink/fountain is damaged, vacuum breaker in mens restroom needs to be replaced. 15: (D) Door jambs have excessive scratches and wear marks Dingle Playground: 14: (D) Significant cracks, trip hazards, holes or deterioration on slide. Work Orders 38514 and 38519
Overall Rating	Fair	

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	24	23	40	43	50	50
Math	18	17	29	28	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
5	14.6	14.6	2.4

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	162	159	98.15	22.64
Male	85	84	98.82	15.48
Female	77	75	97.40	30.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	140	138	98.57	23.19
White	13	13	100.00	23.08
Socioeconomically Disadvantaged	139	136	97.84	19.12
English Learners	103	101	98.06	19.80
Students with Disabilities	22	21	95.45	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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	162	160	98.77	17.09
Male	85	84	98.82	13.25
Female	77	76	98.70	21.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	140	139	99.29	18.25
White	13	13	100.00	7.69
Socioeconomically Disadvantaged	139	137	98.56	14.81
English Learners	103	102	99.03	14.71
Students with Disabilities	22	21	95.45	10.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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)

At C.E. Dingle, we believe our school works better because of the partnerships we form with families and the surrounding community. At Dingle, we recognize that parent involvement starts even before our students begin our Transitional Kindergarten program. Parent involvement begins when families have conversations with their children about school.

Parents have a myriad of ways to be involved throughout their child's time at Dingle. We offer several opportunities for parents to be involved in their children's education and help develop a stronger partnership between home and school. Join us at any of our informal events such as Monday and Friday announcements before school, school performances, and PTA (Parent Teacher Association) events such as Jog-a-Thon, Fall Festival, Dia de Los Muertos Family Night, and Spring Festival. You can also be a part of our parent groups such as the PTA, or the English Learner Advisory Council (ELAC). If you are interested in working on policy and budgeting, you can also join our School Site Council or the WJUSD LCAP (Local Control Accountability Plan) team. Even if you are unable to attend these events, you can stay involved by checking our website, and ensuring the school's contact information for your family is up to date so that you receive our weekly phone calls and monthly newsletters.

Contact Information

Parents who wish to participate in C.E. Dingle Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-7084. The district's website (www.wjUSD.org) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

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

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. Our well trained staff and noon duty supervise students from early morning drop off, all recesses, and after school pick up. Visitors to the school must check in at the office and wear a visitor's badge while on campus. We are continuing our efforts to improve the safety of the physical campus by reporting safety concerns promptly.

C.E. Dingle's Elementary School's Site Safety Plan is revised each fall by the School Safety Committee and School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and annual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.2	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

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)	.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	0
Other	2.0

* 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 Level	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* 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	20	2	2		22		4		24		3	
1	22		2		24		2		23		2	
2	18	2			22		2		26		2	
3	21	1	1		20	2			20	1	1	
4	24		2		23		2		19	2		
5	24		2		24		2		23		2	
6	25		2		24		2		23		2	
Other**												

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			6

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,084
Mid-Range Teacher Salary	\$64,833	\$76,091
Highest Teacher Salary	\$91,792	\$95,728
Average Principal Salary (ES)	\$107,223	\$118,990
Average Principal Salary (MS)	\$112,421	\$125,674
Average Principal Salary (HS)	\$124,016	\$137,589
Superintendent Salary	\$224,180	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
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

Woodland Joint Unified School District spent an average of \$9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

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	\$6,889	\$1558	\$5,331	\$61,785
District	N/A	N/A	\$7,609	\$69,150.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.2	3.1
School Site/ State	-28.2	-8.3

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.