



# Dingle Elementary School

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

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



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjusd.org

#### District Governing Board

Debbie Decker, President  
Morgan Childers, Vice President  
Karen Rosenkilde-Bayne, Clerk  
Deborah Bautista Zavala  
Teresa Guerrero  
Rogelio Villagrana  
Vacant Position

#### District Administration

Thomas Pritchard  
**Superintendent**  
Elodia Ortega-Lampkin  
**Associate Superintendent  
Educational Services**  
  
Lewis Wiley, Jr.  
**Assistant Superintendent  
Business Services**  
  
Danyel Conolley  
**Senior Director  
Human Resource Services**

### School Description

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 needed 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 six 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 serves approximately 10,550 students. C.E. Dingle Elementary School currently has 333 students enrolled in grades TK-6.

## 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	89
Grade 1	48
Grade 2	44
Grade 3	40
Grade 4	45
Grade 5	47
Grade 6	48
<b>Total Enrollment</b>	<b>361</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.3
Asian	2.8
Filipino	0.3
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	0.3
White	14.7
Socioeconomically Disadvantaged	74.0
English Learners	47.4
Students with Disabilities	10.0
Foster Youth	0.0

## 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			
Dingle Elementary School	16-17	17-18	18-19
With Full Credential	18	17	16
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	1
Woodland Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Dingle Elementary 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)**

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions  Adopted 2014  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adopted 2008  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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 13, 2018.

**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.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/13/2018		
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	Poor	Dingle P 07: 4: (D) Carpeting damaged or stained along the building seam. 7: (D) Electrical panel blocked Dingle P 12: 4: (D) Plaster or paint is damaged on door. 11: (D) Materials labeled "keep out of reach of children" are within reach of children. (D) Aerosols found (no aerosols are allowed). Dingle P-13: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 7: (D) Electrical panel blocked. Dingle Portable Boys Restroom: 4: (D) Walls have damage from cracks, tears, holes or water damage. There are 2 holes in the wall in the large stall. 7: (D) lighting fixture or bulbs are not working or missing. Maintenance and Operations Work Orders #32074, #32075, and #32077
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/13/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Dingle P 07: 4: (D) Carpeting damaged or stained along the building seam. 7: (D) Electrical panel blocked Dingle P-11: 7: (D) Electrical panel blocked. 11: (D) Aerosols found (no aerosols are allowed). (D) Materials labeled "keep out of reach of children" are within reach of children. Under sink unlocked. Dingle P-13: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage 7: (D) Electrical panel blocked. Dingle Portable Boys Restroom: 4: (D) Walls have damage from cracks, tears, holes or water damage. There are 2 holes in the wall in the large stall. 7: (D) lighting fixture or bulbs are not working or missing. Maintenance and Operations Work Orders #32074, #32076, #32080, and #32077
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Dingle Multi Purpose: 8: Vacuum breaker is leaking in mens restroom. (D) Toilet/urinal/sink is damaged, broken, or clogged Maintenance and Operations Work Order #32073
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	Dingle P 12: 4: (D) Plaster or paint is damaged on door. 11: (D) Materials labeled "keep out of reach of children" are within reach of children. (D) Aerosols found (no aerosols are allowed). Dingle P-11: 7: (D) Electrical panel blocked. 11: (D) Aerosols found (no aerosols are allowed). (D) Materials labeled "keep out of reach of children" are within reach of children. Under sink unlocked. Dingle Room 7: 11: (D) Materials labeled "keep out of reach of children" are within reach of children on the counter. Maintenance and Operations Work Orders #32075 and #32076
<b>Structural:</b> Structural Damage, Roofs	Good	

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/13/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Dingle Playground: 14: (D) Inadequate surface material in playground area (ex. fall zones have earth exposed or weed control netting exposed)
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

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	25.0	24.0	38.0	40.0	48.0	50.0
Math	18.0	18.0	27.0	29.0	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	12.0	14.0	10.0

\* 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	185	182	98.38	24.18
Male	93	93	100.00	20.43
Female	92	89	96.74	28.09
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	151	150	99.34	22.67
White	21	20	95.24	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	154	98.09	20.13
English Learners	115	115	100.00	19.13
Students with Disabilities	23	22	95.65	9.09
Students Receiving Migrant Education Services	--	--	--	--
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	185	182	98.38	18.13
Male	93	93	100	18.28
Female	92	89	96.74	17.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	151	150	99.34	17.33
White	21	20	95.24	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	157	154	98.09	16.23
English Learners	115	115	100	15.65
Students with Disabilities	23	22	95.65	9.09
Students Receiving Migrant Education Services	--	--	--	--
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)

Here at C.E Dingle, we believe our school works better because of the partnerships we form with families and the surrounding community. We know that parent involvement comes as early as the conversations parents have with their children about school before they even start in our Transitional Kinder and can look several different ways through the whole time children are in school. We offer several ways for parents to get involved with their children's education and help make the school a stronger institution. Join us for any of our informal events such as Coffee with the Principal once a month. You can also join us as part of our parent groups such as the PTA, or the English Learner Advisory Council. If you are interested in working on policy and budgeting, you can also join our School Site Council or our District Site Liaison team. Even if you are not able to attend these events, you can stay involved by checking our website, and making sure we have your correct contact information so that you receive our weekly phone calls.

### 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](http://www.wjUSD.org)) provides a variety of resources for parents, students and community members.

### 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. Last year we repaved all the walkways around the portable classrooms located in the back half of our campus.

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			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.4	1.1	2.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	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)	.60
Library Media Teacher (Librarian)	.40
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	30

\* 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	20	22	1	2		3	2	4			
1	20	22	24	1			1	2	2			
2	24	18	22		2		2		2			
3	24	21	20		1	2	2	1				
4	26	24	23				2	2	2			
5	26	24	24				2	2	2			
6	31	25	24				2	2	2			

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

### Professional Development provided for Teachers

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
- Literacy for All Content Areas with Maria Losee, Grades 5-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,910	\$47,547
Mid-Range Teacher Salary	\$62,933	\$74,775
Highest Teacher Salary	\$87,121	\$93,651
Average Principal Salary (ES)	\$106,757	\$116,377
Average Principal Salary (MS)	\$114,823	\$122,978
Average Principal Salary (HS)	\$121,527	\$135,565
Superintendent Salary	\$211,312	\$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
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

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2017-2018 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, 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,125	\$1,047	\$4,078	\$65,601
District	♦	♦	\$4,126	\$66,356
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-1.2	3.1
Percent Difference: School Site/ State			-28.2	-8.3

\* 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.