



Durfee Elementary School

4220 Durfee Ave. • Pico Rivera, CA 90660 • (562) 801-7610 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



El Rancho Unified School District

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School Description

The purpose of the School Accountability Report Card is to provide students and parents with information about our school's instructional programs, academic achievement, materials, facilities, and staff. Durfee Elementary School continues to have the privilege of serving a community that is very supportive of the school's vision to provide a quality, well-rounded education to every child.

Parents and the community play an important role in our school by volunteering for morning drop-off duty, in the classroom, contributing to fundraisers, and supporting the school's programs. The school staff strives to inform the community about the school's educational program, student achievement, and curriculum development.

Students at Durfee Elementary School are guided by specific rules and classroom expectations that promote the six pillars of Character Counts: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Our goal is not only to encourage student achievement but to also provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The staff has been trained and holds weekly class discussions regarding the school's/ district's bullying policy, how to treat others and, above all, that their "Character Counts Everywhere, All the Time!" Durfee Elementary participates in the Positive Behavior Intervention and Supports program. It is now going on its second year. Durfee received the Silver PBIS Award in 2017, 2018, and 2019.

We have made a commitment to provide the best educational program possible for all students at Durfee Elementary School. We are a dedicated staff who is highly committed to providing a stimulating environment where students are actively involved in the learning process as well as promoting positive values. Together, through our hard work, our students will be challenged through their potential.

Durfee Elementary School's Vision and Mission Statements

Durfee Elementary School Mission Statement

The mission of Durfee Elementary School is to instill in each child a sense of self-worth, independence, and responsibility which will enable each student to become a life-long learner, a successful citizen, and be able to reach his or her potential. Durfee's teachers are committed to providing all students with a positive learning experience that is developmentally appropriate, promotes safety and responsibility is supported by all necessary staff, materials, and equipment, and welcomes parents as an integral part of the learning process.

Durfee Elementary School Vision Statement

Durfee Elementary will provide an educational program that will promote the Pillars of Character and create a partnership with parents, community, and staff. We will actively engage all students in developing 21st-century skills including critical thinking, problem-solving, creativity and collaboration to ensure college and career readiness.

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 | 78 |
| Grade 1 | 69 |
| Grade 2 | 51 |
| Grade 3 | 68 |
| Grade 4 | 54 |
| Grade 5 | 62 |
| Total Enrollment | 382 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| American Indian or Alaska Native | 0.3 |
| Asian | 1.3 |
| Filipino | 2.1 |
| Hispanic or Latino | 95.3 |
| White | 0.5 |
| Two or More Races | 0.5 |
| Socioeconomically Disadvantaged | 79.8 |
| English Learners | 16.8 |
| Students with Disabilities | 6.8 |
| Foster Youth | 1.8 |
| Homeless | 0.5 |

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 Durfee Elementary | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 16 | 16 | 15 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for El Rancho Unified | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 350 |
| Without Full Credential | ♦ | ♦ | 12 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

Teacher Misassignments and Vacant Teacher Positions at Durfee 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)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

Textbooks and Instructional Materials

Year and month in which data were collected: December, 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------|--|
| Reading/Language Arts | Ready to Advance CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Advance CA Edition, Benchmark Education (K-5) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Frog Street Pre-K (formerly Splash; 2013), Frog Street Press Go Math! 2015, Houghton Mifflin Harcourt (K-5) Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | California Science, MacMillan/McGraw-Hill (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | History-Social Science for California, Scott Foresman (K-5) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Foreign Language | English Language Development Component, Benchmark Advance (K-5) Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Durfee Elementary School first opened its doors in 1951. There are twenty permanent classrooms, six bungalow rooms, a cafeteria/multipurpose room, and an administration building.

Through modernization efforts, the school was made accessible to students with disabilities. Many of the classrooms and bathrooms were also upgraded. The asphalt was resurfaced and marked with new play areas. The placement of new equipment for the large playground area was completed after many years of anticipation.

The library has an abundance of books, and it is also connected to the Internet. This extension of the instructional program provides the Accelerated Reader supplemental literacy program.

All classrooms, offices, restrooms, and lunch areas are cleaned daily. On a weekly basis, the District grounds crew perform special tasks as requested by the school site to upgrade all areas. If more detailed repair is required, it is referred to as the District operations department.

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

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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 | 41 | 42 | 42 | 43 | 50 | 50 |
| Math | 29 | 33 | 26 | 29 | 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 | 31.2 | 10.9 | 9.4 |

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 | 187 | 183 | 97.86 | 42.08 |
| Male | 102 | 98 | 96.08 | 40.82 |
| Female | 85 | 85 | 100.00 | 43.53 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 177 | 173 | 97.74 | 40.46 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 155 | 152 | 98.06 | 38.82 |
| English Learners | 39 | 39 | 100.00 | 41.03 |
| Students with Disabilities | 16 | 16 | 100.00 | 18.75 |
| 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 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 | 187 | 183 | 97.86 | 33.33 |
| Male | 102 | 98 | 96.08 | 35.71 |
| Female | 85 | 85 | 100.00 | 30.59 |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 177 | 173 | 97.74 | 30.64 |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 155 | 152 | 98.06 | 32.24 |
| English Learners | 39 | 39 | 100.00 | 23.08 |
| Students with Disabilities | 16 | 16 | 100.00 | 12.50 |
| 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 2019-20)

Durfee parents are welcome partners in the education of our students. We invite our parents to actively participate in school events, programs, and classrooms. Some of the many ways parents can become involved are through our Parent-Teacher Organization (PTO), the English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Education Opportunities, Mental Health Counseling and classroom volunteers/room parents. They are also encouraged to attend all of our No Excuses University activities. We encourage parents to become school volunteers. Parents are informed about the school program through our school Web site, school flyers, phone broadcast messages, quarterly newsletter, and the Student/Parent Handbook. For more information on how to become involved at the school, please contact Principal Kendall Goyenaga at (562) 801-7610.

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

Each year, the School Emergency Response Plan is reviewed, updated, and presented to the school faculty in the Fall. It was last reviewed and presented in August 2019. The emergency plan outlines the school's response to disasters such as earthquakes, fire, lockdowns, intruders, bomb threats, and any other emergency situations. In large part, the emergency plan revolves around first responses, evacuation procedures, first aid procedures, and how the staff ensures the safety of all students and staff in any given disaster situation. The application aspect of the plan is then held through monthly practice drills occurring each month for fire, and every other month for disaster and earthquake safety.

The SERT flowchart defines the roles as well as locations and regulations the staff will follow to ensure the safety of all students, staff, and parents at Durfee. These individuals play key roles in how each disaster drill is handled. The plan also includes shut-off locations for gas, electricity, and water. Provided by the district and housed on our campus, a large metal bin houses all emergency supplies. In the end, the plan will provide all the terms and routines with which the staff will efficiently conduct the necessary procedures to be able to safely reunite each student with his/her parents/guardians. During monthly emergency drills, the staff reviews the entire plan to ensure the system works.

The Durfee campus is closed, and all visitors are required to report to the office before entering any part of the school, including during the after-school program time.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.3 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 2.4 | 2.5 | 2.9 |
| Expulsions Rate | 0.0 | 0.1 | 0.1 |

| 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.5 |
| Other | |

* 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 | 23 | | 4 | | 23 | | 4 | | 26 | | 3 | |
| 1 | 32 | | 2 | | 28 | | 2 | | 23 | | 3 | |
| 2 | 28 | | 2 | | 33 | | | 2 | 26 | | 2 | |
| 3 | 29 | | 2 | | 28 | | 2 | | 23 | | 3 | |
| 4 | 25 | | 3 | | 29 | | 2 | | 27 | | 2 | |
| 5 | 32 | | 1 | 1 | 25 | | 3 | | 31 | | 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 | 4 | 11 | 12 |

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$47,977 | \$49,084 |
| Mid-Range Teacher Salary | \$72,725 | \$76,091 |
| Highest Teacher Salary | \$97,462 | \$95,728 |
| Average Principal Salary (ES) | \$118,355 | \$118,990 |
| Average Principal Salary (MS) | \$122,472 | \$125,674 |
| Average Principal Salary (HS) | \$130,732 | \$137,589 |
| Superintendent Salary | \$215,004 | \$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

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)

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 | \$5,533.57 | \$130.64 | \$5,402.92 | 83,689.60 |
| District | N/A | N/A | \$8,905.40 | \$80,688.00 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -49.0 | 13.5 |
| School Site/ State | -31.3 | 15.8 |

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.