

South Ranchito Dual Language Academy

5241 S. Passons Blvd. • Pico Rivera, CA 90660 • (562) 801-7660 • Grades K-5

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<https://sre.erusd.org/>



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



El Rancho Unified School District

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School Description

South Ranchito Dual Language Academy is located in Pico Rivera, California and has been a landmark in the Pico Rivera community for many years. Demographic information for South Ranchito Dual Language Academy consists of 474 students enrolled, of which 73.4% are from a low socioeconomic status. The school has a population of 43.5% English learners. Of the 474 students enrolled at South Ranchito, 97.3% are Hispanic or Latino.

Our classes consist of general education classrooms, Dual Language immersion classrooms, and our Transitional Kindergarten class. We also have three Autism Focus classes servicing students in K-5. South Ranchito Dual Language Academy offers a strong curriculum focused on the California Common Core State Standards. Reading, English Language Development, Writing, Mathematics, Science, Social Studies, and physical education provide the foundation for student success. We implement Project-Based Learning to enrich 21st Century Skills.

School Mission Statement

The mission of South Ranchito Dual Language Academy, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in a supportive environment. We are committed to providing an enriched curriculum with high expectations for all students which emphasizes the skills, concepts, and processes necessary for the technological and cultural challenges of the 21st century. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and technologically advanced society.

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	94
Grade 1	77
Grade 2	82
Grade 3	91
Grade 4	81
Grade 5	67
Total Enrollment	492

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
Asian	0.4
Hispanic or Latino	97.6
Native Hawaiian or Pacific Islander	0.2
White	0.6
Two or More Races	0.4
Socioeconomically Disadvantaged	82.5
English Learners	39.2
Students with Disabilities	9.3
Foster Youth	0.4
Homeless	0.2

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 South Ranchito Dual Language Academy	18-19	19-20	20-21
With Full Credential	22	22	23
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for El Rancho Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	361
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at South Ranchito Dual Language Academy

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)

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, 2020

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-6) Adopted 2018 Listos y Adelante CA Edition, Benchmark Education (TK) Adopted 2018 Benchmark Adelante, 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 Adopted 2017 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 Spanish 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 Historia-Ciencias Sociales para CA, 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)

Due to the pandemic, the school has been closed to the public. Currently, all staff members are working remotely.

During normal circumstances, South Ranchito Dual Language Academy is a closed campus. Visitors must report to the main office to sign-in, show I.D., and obtain a visitor's pass. Additionally, visitors must sign-out in our office log. The most recent Facility Inspection Tool (FIT) data indicates the school is clean and well kept. Our school's overall rating on the FIT report is "Exemplary." An overall rating of good signifies the school is maintained in good repair with a number of non-critical deficiencies noted.

Parent volunteers assist in the daily morning drop off zone area to improve safety and the traffic flow on the main street (Passons Blvd.). On November 1, 2017, our Innovation Lab opened for students to create, design, innovate and learn. The Innovation Lab is a maker space and STEM lab all in one where coding, robotics, and Project-Based Learning takes place.

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: November 2, 2020

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	31	N/A	43	N/A	50	N/A
Math	25	N/A	29	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	15	N/A	19	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)

South Ranchito Dual Language Academy offers the following ways in which parents can be involved in the school.

School Site Council (SSC) and ELAC (English Learners Advisory Committee), our parent advisory groups, provide recommendations and suggestions to the principal in regards to the school's instructional program. Members of these groups which include teachers, parents, and classified employees, work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of these committees are elected by their peers.

Parents are encouraged to be partners in the education of their child. Our Digital Learning Coach (DLC) facilitates parent workshops. Parents have the opportunity to participate in a series of workshops focusing on anti-bullying and PBIS. The Digital Learning Coach also offers tiered computer classes, so that parents have access and can utilize the school and district websites as a resource for information as well as assist with their child's education and support the development of 21st Century skills.

When the school is in session for face to face instruction, parents also have the opportunity to volunteer at the school site both in and out of the classroom.

Parents also have the ability to ask questions, provide input and feedback directly to the principal via the Kickboard application.

For more information on how to become involved at the school, please contact the principal, Ms. Padron at (562) 801-7660 or via email, ipadron@erUSD.org.

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)

Due to the current pandemic, the School Safety Plan has not been reviewed by our school's Safety Committee (which is comprised of a group of teachers). The pandemic has forced us to implement specific safeguards for the potential situations that may arise when students return to campus. Therefore, several of those safeguards are being developed and evaluated on a consistent basis to ensure that we continue to follow the guidelines provided by the LA County Department of Health. Additionally, since this situation is an ever-evolving situation, we have had to continuously modify and revise our plans. The intent is to solidify a safety plan that responds to all of the previous scenarios that were included, along with this current situation prior to students returning at some point in the spring. When it is deemed safe to do so by the LA County Department of health, the plan will be reviewed by our Safety Committee and this portion will be updated.

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	0.0	0.2	2.5	2.9	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	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	0.0	2.3	2.5
Expulsions	0.0	0.1	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)	.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	7

*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 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	4		21	2	3		23	1	3	
1	25		3		25		3		25		3	
2	22	1	4		20	1	3		26		2	
3	23	1	2		23	1	3		24	1	2	
4	21	1	3		27		2		22	1	2	
5	26		3		23	1	3		32		2	
Other**									11	3	1	

*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	11	12	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.

Due to the COVID-19 Pandemic and Distance Learning needs, El Rancho Unified School District began the 2020-2021 school year with four days of virtual professional development. The topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on technology platforms, distance learning instructional best practices, and distance learning district expectations.

Embedded in the Distance Learning instructional schedule, Friday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices during distance learning, social-emotional learning and mental health practices during distance learning, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual workshops or conferences.

Traditionally, the 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 has traditionally been 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,725	\$49,782
Mid-Range Teacher Salary	\$73,860	\$76,851
Highest Teacher Salary	\$98,982	\$97,722
Average Principal Salary (ES)	\$122,241	\$121,304
Average Principal Salary (MS)	\$123,264	\$128,629
Average Principal Salary (HS)	\$134,264	\$141,235
Superintendent Salary	\$225,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
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/.

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 (Note: During distance learning, any student requiring a computer for access has been provided one; hotspots are available on a case-by-case basis).
- Positive Behavioral Interventions and Supports (PBIS)
- Digital Learning Coaches (DLC)
- Interim Assessments
- Additional Benchmark Universe Training
- Go Math! Additional Training
- Next Generation Science Standards Support
- ELPAC Academy
- Dual Language Immersion Support and Planning with CABE (California Association for Bilingual Education)

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	\$5,945.10	\$203.94	\$5741.16	\$85,138.47
District	N/A	N/A	\$9,682.40	\$81,373
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-51.1	4.5
School Site/ State	-29.8	7.2

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