



# El Dorado Elementary

1540 N. Lincoln St. • Stockton, CA 95204 • (209) 933-7175 • Grades K-8

Kristin Buckenham, Principal

[kbuckenham@stocktonusd.net](mailto:kbuckenham@stocktonusd.net)

<https://www.stocktonusd.net/ElDorado>

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



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez  
AngelAnn Flores  
Kathleen Garcia  
Lange Luntao  
Maria Mendez  
Scot McBrian  
Candelaria Vargas

#### District Administration

John E. Deasy, Ph.D.

#### **Superintendent**

Dr. Reyes Gauna

#### **Assistant Superintendent of Educational Support Services**

Craig Wells

#### **Assistant Superintendent of Human Resources**

Sonjhia Lowery

#### **Assistant Superintendent of Educational Services**

### Principal's Message

The School Accountability Report Card is to provide parents with information about our educational programs, academic achievement, materials, facilities, and staff.

At El Dorado School, we are a community of learners empowering students as they develop a capacity for leadership, the ability to build relationships, a joy of learning, and the academic foundation for college and career readiness.

Our teachers provide instruction and assessment based on the California Common Core Standards and utilize the curriculum and resources adopted by the Stockton Unified School District as well as supplemental technology supported resources. The students at El Dorado Elementary School benefit from a number of programs and strategies designed to address their individual needs. We strive to provide all students with the optimal program that benefits their unique needs. We offer English language acquisition support, additional tutoring for at risk and our special needs population. We have a full time and a part time counselor and part-time therapist that provide support to students with their social-emotional development and attendance. We have partnered with Fathers and Families of San Joaquin for additional therapeutic support for our students and their families. FFSJ provides professional development to our staff on trauma informed teaching practices, social emotional learning and equity. Our staff is committed to working collaboratively with our parents and the community to provide our students with an opportunity to grow academically, socially and emotionally.

In an effort to create a culture of community and inclusion, El Dorado has implemented restorative practices school wide. This approach to student discipline is one that provides students with an opportunity to make amends when a mistake has been made and repair relationships when harm has been done. Restorative conferences and other interventions based on the principles of restorative practices are used as an alternative to suspension. This systematic approach to student misbehavior provides logical consequences and allows them to be welcomed back into the school community after harm has occurred. All members of the school community have a voice and the opportunity to be heard. Through daily/weekly "Classroom Circles", students build trust, develop healthy relationships and learn to communicate effectively with peers and adults. The goal is to keep kids in school and provide the support needed to shape positive behaviors. In addition, we have included additional social emotional learning and instruction through executive functions and mindfulness activities which are embedded in academic instructional practices. We are continuing to align our practices to meet the needs of our students and have dedicated resources and created partnerships to become a trauma informed "healing" school.

We have a large library with books to support preschool to eighth grade students. We host several mobile computer labs that can be accessed in the classroom. All computers have supplemental and intervention programs available for students who require additional support in English Language Arts and Math.

We are focused on building our parent teacher association into a strong and important component of our school. It will be instrumental in helping us build a solid partnership with families, staff, and community members.

Kristin Buckenham, PRINCIPAL & Ambria Alston, Assistant Principal

## 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	91
Grade 1	77
Grade 2	74
Grade 3	51
Grade 4	55
Grade 5	57
Grade 6	65
Grade 7	58
Grade 8	60
<b>Total Enrollment</b>	<b>588</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	17.7
American Indian or Alaska Native	2.4
Asian	1.9
Filipino	1.7
Hispanic or Latino	63.9
Native Hawaiian or Pacific Islander	0.5
White	7.1
Socioeconomically Disadvantaged	91.0
English Learners	18.0
Students with Disabilities	10.2
Foster Youth	1.7

## 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			
El Dorado Elementary	16-17	17-18	18-19
With Full Credential	22	25	24
Without Full Credential	3	1	3
Teaching Outside Subject Area of Competence	0	1	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
El Dorado Elementary	16-17	17-18	18-19
Teachers of English Learners	2	1	0
<b>Total Teacher Misassignments</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>1</b>	<b>0</b>	<b>0</b>

\* 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)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	FOSS (Full Option Science System) Adopted in 2007  CK-12 Earth Science Adopted in 2016  CK-12 Life Science Adopted in 2016  CK-12 Physical Science Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	K-5 California Studies Weekly Adopted in 2017  6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

El Dorado was built in 1977. Modernization was completed prior to the start of the 2010-2011 school year with the support of Measure C funds.

El Dorado School site has 25 classrooms to support our student population. We have a multipurpose room which supports our lunch program and school events. We had new heating and air conditioning units installed in 2008 and during the modernization in the 2009-2010 school year.

Our district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 8/6/2018		
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	Multipurpose / Kitchen: entrance double doors and frame-paint, south/west door closer -replace, stage south wall dumtar-repair, north of stage hallway walls and handrails-paint, kitchen east exit door and frame-paint RM-1: entrance door-clean RM-2: entrance door-clean
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Multipurpose / Kitchen: entrance double doors and frame-paint, south/west door closer -replace, stage south wall dumtar-repair, north of stage hallway walls and handrails-paint, kitchen east exit door and frame-paint RM-19: entrance door and frame-paint RM-21: entrance door and frame-paint
<b>Overall Rating</b>	<b>Good</b>	

## 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	18.0	24.0	26.0	28.0	48.0	50.0
Math	12.0	12.0	20.0	21.0	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	27.0	12.7	4.8
7	19.4	4.8	3.2

\* 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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	370	367	99.19	24.25
<b>Male</b>	178	176	98.88	23.86
<b>Female</b>	192	191	99.48	24.61
<b>Black or African American</b>	61	61	100.00	22.95
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	239	236	98.74	20.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	24	24	100.00	45.83
<b>Two or More Races</b>	19	19	100.00	21.05
<b>Socioeconomically Disadvantaged</b>	335	332	99.10	23.19
<b>English Learners</b>	97	95	97.94	9.47
<b>Students with Disabilities</b>	40	40	100.00	5.00
<b>Foster Youth</b>	--	--	--	--

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	371	369	99.46	11.92
<b>Male</b>	179	177	98.88	16.95
<b>Female</b>	192	192	100	7.29
<b>Black or African American</b>	61	61	100	11.48
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	239	237	99.16	10.13
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	25	25	100	28
<b>Two or More Races</b>	19	19	100	15.79
<b>Socioeconomically Disadvantaged</b>	336	334	99.4	11.08
<b>English Learners</b>	97	96	98.97	2.08
<b>Students with Disabilities</b>	40	40	100	5
<b>Foster Youth</b>	--	--	--	--

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)**

El Dorado School recognizes that parents and the community play an important role in the success and education of their students. We strive to provide our parents with a number of flexible and timely meetings with pertinent information regarding parent involvement, their child's achievement and the school's performance.

This includes, but is not limited to, the following:

Yearly Title I and Curriculum information during Parent Cade or Back to School Night

Weekly Parent Cafe

Monthly School Site Council (SSC) meetings

English Learner Parent Information Committee (ELPIC) meetings

School performance records and proficiency level expectations distributed after MAP results

Communication from teacher, including: weekly take-home folders, quarterly report cards, and oral communication from teacher- such as phone contact

Conference opportunities (at least two opportunities per year)

Interaction during after-school functions

Volunteer Opportunities (classroom helpers, classroom projects, book fair, holiday events, etc.)

Parent Workshops

Wed-based information and School Messenger messages on school updates and daily attendance

El Dorado Elementary School has jointly developed with and distributed to parents of participating students, a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core standards. The compact describes the following items in addition to items added by parents of Title I students.

The administration's responsibility to provide a safe and secure campus.

The teacher's responsibility to provide high-quality curriculum and instruction.

The parent's responsibility to support their child's learning.

The student's responsibility to take an active role in their own education.

The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

#### 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

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A Comprehensive School Safety Plan, also called Readiness and Emergency Management for Schools (REMS), is updated annually and reviewed by all staff, helps to provide a secure, peaceful and clean environment for the school community. The school's REMS plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on a regular basis. El Dorado's CSSP was last reviewed and approved on May 21, 2018.

Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, campus safety assistant, teachers, site administrators and other school staff as assigned provide supervision for students before and during school. The playground is safe for all students and well supervised during recess time by certificated and classified staff. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.8	5.3	6.8
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
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	0.00
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.02
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	.5
Social Worker	.12
Nurse	0.20
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	1.4
Other	1.5
Average Number of Students per Staff Member	
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.

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	23	22	1	1	1	7	7	7			
1	23	26	24	2	1	1	4	6	6			
2	23	25	22	2	1	1	4	4	6			
3	26	25	22	1	1	1	4	4	4			
4	22	27	23	1		1	6	4	4			
5	28	28	24	1	1	1	4	4	4			
6	26	23	25	1	2	1	4	4	4			
Other	13		14	1		1						

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

### Professional Development provided for Teachers

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASPP state assessment implemented in spring of 2015.

Professional development in the common core standards and units of study instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2014-2015 and two are planned for 2015-2016. Additionally, teachers at El Dorado School engaged in a minimum of 1 full day of collaboration each quarter during the 2015-2016 school year. These collaboration sessions focused on Common Core grade level priority standards, development of common formative assessments, student outcomes with evidence, and continued development of and clarification of our shared vision of success. Onsite coaching is provided for all teachers. We will continue providing full day collaboration sessions for all teachers during the 2016-2017 school year. These sessions will focus on the data teams process.

On-going teacher support is provided through site-based ELA and Math coaching, staff PLC collaboration meetings, and data team meetings.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

### 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	7156.39	1281.87	5874.52	77729.91
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-5.4	12.1
Percent Difference: School Site/ State			-11.2	-1.9

\* 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.