

# Sandra Tovar Medeiros Elementary School

651 West Springer Dr. • Turlock, CA 95382-7314 • (209) 668-9600 • Grades K-6

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<https://www.turlock.k12.ca.us/medeiros>



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



**Turlock Unified School District**  
1574 East Canal  
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### District Governing Board

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Frank M. Lima, Clerk

Ken Malech, Member

Anthony Silva, Member

Jeffrey Cortinas, Member

Mary Jackson, Member

Miranda Chalabi, Member

### District Administration

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Heidi Lawler

**Assistant Superintendent/Educational Services**

Marjorie Bettencourt

**Assistant Superintendent/Finance and Accountability**

David Lattig

**Assistant Superintendent/Human Resources**

Barney Gordon

**Assistant Superintendent/Business Services**

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**Director of Student Services**

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**Director of Curriculum and Instruction**

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**English Learners, Assessment and Special Programs**

Dr. Laura Fong

**Director of Special Education**

Tami Truax

**Interim Director of CTE and Program Equity**

Scott Richardson

**Director of Maintenance-Operations**

Scott Soiseth

**Director of Child Nutrition**

Judy Huerta

**Director of Early Childhood Education**

### School Description

Our school is a beautifully designed campus. It is named after Sandra Tovar Medeiros who was a former teacher in the Turlock Unified School District. She was born on September 5, 1959 and died on August 1, 1998 following a battle with cancer. She loved reading and providing books for children. Medeiros is designed to be a community-oriented campus where families enjoy recreational activities after school hours and on the weekends. Our multipurpose room is used extensively for a variety of community functions during the evenings and weekends.

Medeiros Elementary operates on a traditional education calendar with an enrollment of 830 students. Our current student population includes: White-45.1 Hispanic-38.7%; Our Significant Subgroups include 0.8% Foster, 14.9% English Learners, 46.1% Socio-economically Disadvantaged, and 12.2% students in special education.

Medeiros teachers continue to seek more effective ways to differentiate their curriculum and provide appropriate academic support for each individual child. At our monthly faculty, leadership, and Professional Learning Community meetings, teachers regularly discuss summative and formative assessment data, develop common formative assessments to measure student work, and plan intervention rotations to better meet the learning needs of all students. Teachers also enlist the support of our district Instructional Coaches to observe lessons and provide feedback on how to improve their lesson delivery.

We also maintain a close working relationship with our local University, California State University, Stanislaus. We have tutors, mentors, and observers come into our classrooms to provide support. We host a number of student teachers each year in our TK-6 classrooms. In addition, university classes are taught on campus with the students then providing reading support to our Medeiros children.

Medeiros School is proud to recognize and celebrate students' academic and social accomplishments. Our monthly Star Assemblies highlight students for a variety of personal strengths based on the character traits found in our district Character Traits such as focus and empathy. We also honor two Rotary Club students of the month throughout the year at our Friday morning assemblies. Children that are "caught in the act of doing something good" are rewarded with a StarBuc\$ ticket. When students receive three of the tickets they get to pick a prize from our Star Store. All students in grades 1-6 receive music instruction each week and our fifth and sixth grade students are encouraged to participate in our choir, band, and orchestra music programs. Students are involved in groups and activities including Student Council (fifth and sixth grades). A before and after school PLAY program, operated by the City of Turlock Recreation Department, is available to all children and is located in our multipurpose room. The program provides help for students with homework, activities, and a safe place for students to stay after school.

We have a dedicated and caring group of parents and volunteers. These wonderful people give countless hours of time in classrooms and attend School Site Council and PTA functions. The PTA supports teachers and programs throughout the school year. They host different fundraisers throughout the year and put on a whole school fall carnival, all of these are aimed at raising funds to support student study trips and additional school projects. We appreciate our parents' commitment to our school and to their children's education.

The mission of Sandra Tovar Medeiros Elementary School: All Medeiros Stars will excel academically and socially in collaboration with families and the community. Our No Bully Motto: Medeiros Stars are Respectful and Kind!

## 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	145
Grade 1	130
Grade 2	95
Grade 3	128
Grade 4	117
Grade 5	133
Grade 6	143
<b>Total Enrollment</b>	<b>891</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.8
Asian	8.4
Hispanic or Latino	37.9
Native Hawaiian or Pacific Islander	0.9
White	44.7
Two or More Races	1.8
Socioeconomically Disadvantaged	46.1
English Learners	19.1
Students with Disabilities	13.5
Foster Youth	0.7
Homeless	0.1

## 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 Sandra Tovar Medeiros	17-18	18-19	19-20
With Full Credential	38	42	43
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Turlock Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Sandra Tovar Medeiros Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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)

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade TK: World of Wonders/2016-17; Grades K-5: Wonders/2016-17; Grade 6: SpringBoard/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades TK-6: Eureka Math/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5: California Science/2008; Grade 6: Focus on California Earth Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grade TK: We Need and What Does; Grades K-5: IMPACT California Social Studies/2019; Grade 6: World History: Ancient Civilizations/2019 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)

An assessment was done in October 2019 using the Facility Inspection Tool (FIT), which was selected by TUSD staff as a suitable tool for our bi-annual safety inspections to determine that a school facility is in 'good repair'. The school buildings and grounds of Medeiros Elementary have been deemed to be 'clean, safe and functional', having no condition that poses an emergency or urgent threat to the health and safety of pupils or staff. Copies of the District Safety Inspections and Williams Inspections are maintained on file in the Turlock Unified School District Maintenance and Operations office. Safety: A safety plan is in effect. Certificated and classified staffs are vigilant in maintaining student safety. All staff wear identification badges and all visitors check in and out at the school office. Cleanliness: Medeiros Elementary employs one full-time Lead Custodian who provides students and staff with a clean and safe school environment throughout the day. Our district additionally employs two full time night custodians who are responsible for cleaning all facilities on a daily basis. All state and district guidelines governing the custodian tasks have been implemented and are followed in accordance with all applicable laws. Improvements: In the summer of 2017 Medeiros received new perimeter fencing which directs all visitors to access the school through a single point of entry during school hours. At this time it continues to be in very good condition. Adequacy: The Turlock Unified School District prides itself in offering clean, safe and adequate school facilities. Our buildings offer adequate heat and air and are maintained in accordance with stringent state and district guidelines. FIT Results: The FIT form dated October 19, 2018 may list some items found during the site inspection. These items should not be confused as 'Non-functioning' or affect the overall statement of the school site that it is 'clean, safe and functional.' Work orders are input on a regular basis and are usually addressed within a two week period of time.

### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: October 2019

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	Good	
<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	Good	
<b>Overall Rating</b>	<b>Exemplary</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

### 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	50	51	44	45	50	50
Math	44	46	29	31	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	22.9	18.3	13.0

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	517	505	97.68	50.89
Male	285	278	97.54	46.40
Female	232	227	97.84	56.39
Black or African American	16	16	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	42	37	88.10	64.86
Hispanic or Latino	207	203	98.07	38.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	220	218	99.09	59.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	238	97.14	38.24
English Learners	131	124	94.66	45.16
Students with Disabilities	90	86	95.56	20.93
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	517	511	98.84	45.69
Male	284	280	98.59	47.14
Female	233	231	99.14	43.91
Black or African American	16	15	93.75	50.00
American Indian or Alaska Native	--	--	--	--
Asian	42	42	100.00	50.00
Hispanic or Latino	207	205	99.03	35.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	220	218	99.09	54.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	245	243	99.18	32.51
English Learners	130	129	99.23	38.76
Students with Disabilities	89	85	95.51	18.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

Opportunities for parent involvement at Sandra Tovar Medeiros include: School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), Parent Teacher Association (PTA), Superintendent's Parent Advisory council, special evening or program events as well as opportunities for classroom volunteers. Those parents interested in any of the above mentioned parent involvement activities are encouraged to contact the Medeiros School office at (209) 668-9600 for additional information.

### 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

Key Elements of the Comprehensive School Safety Plan: In the Turlock Unified School District, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan, when approved by each site council. These components were approved by the site council on October 3, 2018 .

- 1) Disaster procedures, routine and emergency
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49070
- 4) A sexual harassment policy, pursuant to subdivision (b) of Section 212.6

- 5) The provisions of any school-wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel" if the school has adopted a dress code. For these purposes, the safety plan defines "gang-related apparel"
- 6) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school
- 7) A safe and orderly environment conducive to learning at school
- 8) The rules and procedures on school discipline adopted pursuant to Sections 35391 and 35291.5
- 9) Assessment of the current status of school crime committed on school campuses and at school related functions
- 10) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.3	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.2
Expulsions Rate	0.0	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
K	19	3	4		20	5	2		18	4	4	
1	21	2	3		24		4		24		5	
2	17	6			24		5		23		4	
3	24		5		21	2	3		22	1	5	
4	32		4		29		4		28		4	
5	32		3		33		2	2	32		4	
6	32		4		29	1		3	26	2	2	2
Other**	10	3			11	2			10	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 provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. The Turlock Unified School District Local Control Accountability Plan prioritized district-wide professional development opportunities for TK-12 to include subject matter, English language development, technology, digital citizenship, best practices, PLC's and leadership. Multiple measures including CAASPP results, ELPAC, achievement data, common formative assessments, and data from site educational rounds were utilized to prioritize needs. Additionally, TUSD's initiatives and staff input continue to drive the professional development offerings.

Staff is provided with weekly embedded collaboration time in addition to opportunities for extended collaboration at site determined periods throughout the school year. The collaboration time allows teachers to apply new learning and make strategic decisions regarding the use of curriculum and assessments.

Year one and year two teachers are enrolled in TUSD's Induction Program which is in the second year of implementation. The Induction Program activities are based on the California Standards for the Teaching Profession which outlines the numerous interconnected skills that comprise the professional practices of teaching. New administrators are supported through their participation in the Stanislaus County Office of Education Administrator Induction Program.

Professional development and support has been provided in the following areas: Professional Learning Communities; Math Instruction; ELA/ELD Instruction; Special Education; Instructional Best Practices; Guided Language Acquisition and Design (GLAD); Advanced Placement; Technology; Digital Citizenship, Small Group Instruction; and Next Generation Science Standards. Professional development opportunities occur during a combination of the regular school day, after hours, and during the summer. TUSD has a network of nineteen content specialist instructional coaches that are utilized to support staff in classroom implementation as a follow up to all professional development events.

There are several formal Special Education administrative and teacher trainings scheduled each year that include the following topics: Service delivery for special education students with various handicapping conditions, the referral process for students with special education needs, how to accurately complete the IEP documents, how to maintain legally defensible reports/IEP documents/meetings, behavioral tools/strategies for district staff, case law and disability awareness. At sites, training specific to the students and programs at each site occurs throughout the school year.



#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,441	\$51,374
Mid-Range Teacher Salary	\$75,300	\$80,151
Highest Teacher Salary	\$101,291	\$100,143
Average Principal Salary (ES)	\$133,615	\$126,896
Average Principal Salary (MS)	\$139,218	\$133,668
Average Principal Salary (HS)	\$145,118	\$143,746
Superintendent Salary	\$214,200	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

\* 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

Medeiros Elementary School utilizes a wide variety of services available that support our students with their success academically, socially, and behaviorally. Some of these include: class-size reduction in grades TK-3, Kindness Club, Jessica's House, CARE program, Lexia, ST Math, CSUS mentors, After school tutoring, Schoolwide WIN time, ELD support, summer school, Instructional Coaches, and para-professional support in our Special Education classes.

To enrich their educational experience, students regularly attend study trips to such places as Yosemite, and California State University Stanislaus and participate in California, Colonial and Ancient Civilization History walk-throughs. In addition to enrichments for all students, each grade level offers an intervention block a minimum of four days a week to ensure students receive instructional support according to their needs.

#### 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	9,704	3,052	6,653	81,118
District	N/A	N/A	7,870	80,997
State	N/A	N/A	7,507	82,031

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.8	0.1
School Site/ State	-12.1	-1.1

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.