



Harold William Kolb Elementary School

3150 Palermo Way • Dublin, CA 94568 • (925) 551-4000 • Grades K-5

Clara Lee, Principal
leeclara@dublinusd.org
www.dublin.k12.ca.us/kes

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



Dublin Unified School District

7471 Larkdale Avenue
Dublin, CA 94568
(925) 828-2551
www.dublinusd.org

District Governing Board

Dan Cherrier
President

Megan Rouse
Vice-President

Amy Miller
Trustee

Gabrielle Blackman
Trustee

Catherine Kuo
Trustee

Tinni Makherjee
Student Representative

Sowri Athi
Student Representative

District Administration

Dr. Dave Marken
Superintendent

Joe Sorrera
**Assistant Superintendent
Business Services**

Matt Campbell
**Assistant Superintendent
Educational Services**

Mark McCoy
**Assistant Superintendent
Human Resources**

School Description

Harold William Kolb Elementary is located on the eastern side of Dublin, California and educates approximately 750 Kindergarten through Fifth grade students on our campus of diverse learners. It is our vision and intent to provide a well-rounded education that allows each student to soar and grow in mind, body, and spirit. Our staff collaborates multiple times each month following a Professional Learning Community approach to determine what students need to learn, how they will monitor student progress, and how to respond to individual student needs (intervention and enrichment during Response to Intervention). As a staff, we continually strive to improve our educational practices to meet the needs of each child entrusted to us.

In 2014 Kolb Elementary was awarded a California Distinguished School in our 4th year of operation acknowledging the strategic and rigorous work of our entire school community. Our rigorous focus has continued and was evident in the strong 2017-18 California Assessment of Student Performance and Progress (otherwise known as SBAC) in which a majority of our students scored 'at' or 'exceeding' standards.

The Kolb Elementary community is comprised of students, staff, and parents. We are fortunate to have a Parent Faculty Club that supports our students and teachers through monetary donations and volunteer service in the classrooms or during community events. Some of the many parent supports include Art In Action, Walk and Roll to School, our annual Fun Run, Movie Night, Breakfast Book Club, Morning Run Club, an Art Fair, and educational materials purchased to enhance daily student learning. The ongoing support and service of our parents and welcoming spirit of the staff helps ensure that Kolb Elementary is truly a community school.

Harold William Kolb Elementary maintains high expectations and performance of students which is a direct correlation to the rigorous standards based instruction, ongoing collaboration of staff focused on the children, and the support of each family to provide an exceptional learning experience for each student that enters our doors. Through the entire communities' dedication, Kolb Elementary is truly a special place in which children learn in a positive environment each and every day!

Vision Statement

Every student will soar in mind, body, and spirit!

Mission Statement

Our mission is to provide a safe and positive learning environment that will maximize student achievement in Mind, Body, and Spirit through exemplary educational practices. We are committed to ensuring that all students achieve academic proficiency, moving towards mastery, on the Common Core Standards. We are committed to maintaining a clean, safe campus where developing strong character mirrors strong academic learning.

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	128
Grade 1	112
Grade 2	125
Grade 3	123
Grade 4	117
Grade 5	130
Total Enrollment	735

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	1.1
Asian	67.3
Filipino	6.7
Hispanic or Latino	3.9
Native Hawaiian or Pacific Islander	0.3
White	12.8
Two or More Races	5.4
Socioeconomically Disadvantaged	4.6
English Learners	11.6
Students with Disabilities	4.4

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 Harold William Kolb	17-18	18-19	19-20
With Full Credential	41	33	36
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Harold William Kolb Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	0	1

* 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.

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

Professional Development

District wide Professional Development occurred on three agreed upon days during the 2016-17, 2017-18 and 2018-19 school years. Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the local teachers association. Content for two of the three days is generally determined by the District staff based upon areas of focus, textbook adoption cycles, and the District's Strategic Plan. Teachers and site administrators also review CAASPP scores of the previous spring to assist in reviewing and modifying instructional programs. The third staff development day is determined in collaboration between the staff and principal.

In addition, the District sponsors after school workshops during grade level collaboration or planning conducted by site based instructional coaches. Site based instructional coaches also provide teacher support through in-class coaching as initiated by the classroom teacher. In-service professional development also takes place during staff meetings according to data gathered from staff feedback and student data. In 2019-20, the focus will be on providing social emotional learning strategies for teachers to use in the classroom through classroom lessons, common language and tools through which teachers can help students to more effectively communicate with one another as well as with adults. The school has also funded teachers to attend Kimochis training which focuses on SEL for primary students through the effective use of classroom stories and lessons.

Staff development includes participation in a Professional Learning Community (PLC), use of the District's Online Assessment Reporting system (Illuminate), technology training, mathematics, English language arts, writing, science, the use of Instructional Strategies such as GLAD, Character Counts and Character Strong for further establishment of community climate, CPI and Response to Intervention (RTI).

During the fall of 2019, teachers piloted curriculum for the future Social Studies adoption. Students are dismissed at 2:00 p.m. on Monday and Tuesday to allow time for teachers to collaborate, both within and across grade level teams. The District additionally has 21 days in which students are released at 2:00 p.m. to provide additional collaboration for grade level teams as a Professional Learning Community.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We select our textbooks from lists that have already been approved by the state education officials. Panels of scholars have decided what California students should learn and be able to do academically. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks or materials we use and the assessments given are based on the California Common Core Standards, and we expect our teachers to be focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, Kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Starfall (Kindergarten) Adopted 2016 Benchmark Advanced Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 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)

H. W. Kolb Elementary School opened in the fall of 2011. Our state-of-the-art campus includes 33 classrooms, a beautiful gymnasium, and a centrally located library/media center. The Library/Media Center contains a collection of more than 6,600 books, four computer research stations, an expansive seating area, and a separate storytelling room. Each classroom has a 2 to 1 ratio of computers to students. Additional computers are available for student use via the Computers on Wheels (1 per grade level in 1st-5th grades) to allow for a 1 to 1 ratio of computers to students providing students to develop technology skills, academic reinforcement, research, and integrated learning. Our Kindergarten classrooms have a 2 to 1 ratio of I Pads located in each classroom. Two playgrounds (Kindergarten and 1st-5th) and extensive fields provide students with the space and equipment to play and develop athletic skills.

Kolb Elementary is a Closed Campus during school hours. All gates are locked shortly after all students arrive. ALL volunteers/visitors/parents/family members coming onto campus MUST sign in at the office prior to assisting in a classroom.

A full-time day custodian, a part-time custodian, and a district night cleaning crew maintain a clean facility. Classrooms are cleaned every other day, as are all of the rest rooms. Trash is removed daily. District Maintenance regularly maintains the school facility and landscaping.

An outdoor shade structure outside of the multi-purpose room accommodates outdoor lunches. Skateboard deterrents on steps and low walls around our campus are used to avoid destruction of school property.

Increasing Kolb's library collection and ensuring students visit the library weekly is a priority for the school. Our Library Media Technician aligns our school needs with the state and school library standards. Kolb's catalog has been updated to the Follett/Destiny System, which can be accessed from home through the school's Web site. The library is open daily from 8:30 a.m. to 2:00 p.m.

All of our classrooms are rich in technology and have SMART boards, document cameras, voice enhancing systems, and student computers. We have 11 Computers on Wheels (COW's) which house 36 Google Chromebook Computers. The COW's are housed in grade level lead teacher classroom and used daily by each grade level team. Kindergarten classrooms have sets of 12 iPads in which students may utilize educational programs. Teachers instruct their students to effectively use technology with software that teaches typing skills, word processing, and presentation programs. Students use multimedia to show evidence of learning. They use the Internet for research and Web-based programs and resources to integrate and enhance the Common Core Standards or curriculum utilized in the classroom.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Eagle's Nest A19, K1, K3, K4, K5, H2, D3, D1, B1, E1, E4, F3: Ceiling tiles have water stains. Conference A40, C1, K4, H3, H4: Ceiling tile is broken. Women's rest room: Ceiling tiles are loose. Stage: Floor tiles are broken.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Workroom/A24: Room is cluttered. J1, E2, E4, F3: Unsecured items stored too high.
Electrical: Electrical	Good	Workroom: One light diffuser is missing. A23: Multiple light bulbs out. Electrical A17: Used for storage blocking access to electrical panels. L1: Electrical conduit is loose from the wall.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	D1, H1, H2: Drinking fountain has sporadic flow.
Safety: Fire Safety, Hazardous Materials	Poor	Admin, Speech, Custodian/A28, MDF/A21, MPR, Kitchen, K1, K2, K3, K4, K5, K6, L1, L2, L3, L4, L6, J1, J2, J3, H1, H2, H3, H4, G1, G2, G3, D1, D2, D3, C1, C2, C3, C4, B1, B2, E1, E2, E3, E4, F1, F2, F3: Fire extinguisher tag is outdated. Admin, MDF/A21, Stage: Emergency exit light is not functioning properly. Nurse, K3, K5, J2, J3, H1, H2, C4, E2, F3: Plug in air freshener. J3, H3, G2: Plug in candle warmer, J3: Improperly stored cleaning supplies. K6: Evacuation map not posted. L5: Fire extinguisher is missing.
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	L3: Ramp is rusted L6: Trip hazard at asphalt/cement seam on gutter. Custodial: Vegetation is covering a large portion of the walkway. Play Fields: Water leak in field.
Overall Rating	Good	

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	84	87	78	78	50	50
Math	83	87	74	73	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	16.5	26.3	47.4

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	373	367	98.39	87.47
Male	192	191	99.48	84.29
Female	181	176	97.24	90.91
Black or African American	12	12	100.00	66.67
American Indian or Alaska Native	--	--	--	--
Asian	246	241	97.97	90.87
Filipino	15	15	100.00	93.33
Hispanic or Latino	16	16	100.00	75.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	83.33
Two or More Races	26	26	100.00	80.77
Socioeconomically Disadvantaged	17	17	100.00	76.47
English Learners	94	92	97.87	82.61
Students with Disabilities	22	22	100.00	68.18

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	373	369	98.93	86.72
Male	192	191	99.48	85.86
Female	181	178	98.34	87.64
Black or African American	12	12	100.00	58.33
American Indian or Alaska Native	--	--	--	--
Asian	246	243	98.78	91.36
Filipino	15	15	100.00	80.00
Hispanic or Latino	16	16	100.00	68.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	54	100.00	79.63
Two or More Races	26	26	100.00	84.62
Socioeconomically Disadvantaged	17	17	100.00	64.71
English Learners	94	94	100.00	86.17
Students with Disabilities	22	22	100.00	59.09

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)

Kolb parents are highly involved and one component of the success in our school. Our school benefits from parental involvement through our Parent Faculty Club (PFC), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Some of the many ways in which community members may be involved on our campus include: Classroom parent; Vision and Hearing Screenings; Before School Student Clubs such as Run Club and Book Club; Art in Action Docents; Classroom or Field trip Volunteers; Fall and Spring fundraising; Scholastic Book Fair; Junior Achievement; and various other community events and activities throughout the year. The president of PFC for 2019-20 is Ms. Ursula Richardson who can be reached at ursalar@kolbpfcc.org or by contacting Kolb Elementary Office.

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

Kolb Elementary School is a closed campus with a locking perimeter fence. The Principal, Assistant Principal, Support Staff, and teachers monitor the school grounds throughout the school day. The Principal, Assistant Principal, 1 Campus Supervisors, and 4 Noon Supervisors monitor students during our lunch periods. Teachers and Administration regularly review the rules for safe, responsible behavior in school and on the campus with our student body through grade level assemblies, weekly announcements and classroom meetings. During school hours, visitors or volunteers are welcome but must use the main entrance to our campus, sign in at the office upon arrival, and wear a visitors badge. Regular volunteers are required to complete a Volunteer Clearance Form and have a copy of their driver's license on file in the office. Each volunteer is checked against the Megan's Law database and given a clearance by the office staff before volunteering in our classrooms.

Our School Safety Plan is revised annually by administration, support staff, certificated staff, and parents. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. Multiple copies are available in the school office and in other locations on our campus which can be easily accessed. We practice fire, shelter in place, and earthquake drills with our students and staff.

The School Safety Plan was last reviewed, updated, and discussed with the School Safety Committee, Kolb Faculty and our School Site Council in October and November 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.1	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	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*	735.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.0

* 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 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	24		7		22		7		25		5	
1	24		6		26		7		22		5	
2	24		6		27		6		25		5	
3	25		6		26		6		25		5	
4	26		5		26		6		29		4	
5	27		5		28		5		26		5	
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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,492	\$135	\$5,295	\$83,032
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-26.6	-4.3
School Site/ State	-28.0	-0.6

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.