



Yamato Colony Elementary School

800 North Main Street • Livingston, CA 95334 • (209) 394-5470 • Grades K-5

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



Livingston Union School District

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Mrs. Kanwaldeep Bains

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Director of

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MOT and Facilities**

Mrs. Tiffany Pickle
**Director of Instructional
Technology**

Dr. Jennifer Yacoub
**English Language Learner
Coordinator**

PRINCIPAL'S MESSAGE

Welcome to Yamato Colony Elementary School (YCE), Home of the Dragons! YCE provides a warm, respectful and positive culture environment where students are actively involved in their learning. We take great pride in every aspect of our school. We welcome our parents, guardians, and community members to join our efforts to build a strong partnership with our staff in order to empower our students to think critically and creatively at the same time by becoming successful and responsible citizens. Students receive a standards-based curriculum, presented by caring and dedicated professionals based on the individual needs of the students. Our staff is dedicated to provide the best educational program possible for Yamato Colony students.

SCHOOL AND COMMUNITY PROFILE

Yamato Colony Elementary (YCE) is a traditionally calendared school serving students in Transitional Kindergarten through fifth grade. Our school is set in the rural agricultural community of Livingston, which is nestled in the heart of the San Joaquin Valley. Multi-cultural and linguistic diversity are hallmarks in YCE's student population which is reflective of the various cultures and society of the City of Livingston. YCE is one of four schools in the Livingston Union School District. Yamato Colony offers the Dual Language Academy where students become bilingual and biliterate in both English and Spanish.

SCHOOL MISSION

Yamato Colony Elementary School provides its students with a comprehensive, standards aligned, quality educational program that is sustained with parent and community support.

SCHOOL VISION

It is our commitment to provide a systematic educational program in all academic areas. Curriculum is standards based and differentiated to meet the individual needs of all our students. We provide a learning environment that promotes positive self-esteem and stimulates academic achievement, enthusiasm for learning and healthy social development. Instruction and other learning opportunities are provided which help students understand and respect cultural diversity and individual differences.

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	114
Grade 1	100
Grade 2	90
Grade 3	82
Grade 4	83
Grade 5	94
Total Enrollment	563

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.5
Asian	9.2
Filipino	0.9
Hispanic or Latino	84.4
Native Hawaiian or Pacific Islander	0.5
White	3.7
Socioeconomically Disadvantaged	81.9
English Learners	57.5
Students with Disabilities	7.5
Foster Youth	1.4

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			
Yamato Colony Elementary School	16-17	17-18	18-19
With Full Credential	24	26	27
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Livingston Union School District	16-17	17-18	18-19
With Full Credential	♦	♦	115.5
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Yamato Colony Elementary	16-17	17-18	18-19
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 2018-19)

All LUSD students have access to core instructional materials. All teachers are currently utilizing the State approved core instructional materials as well as supplemental materials as appropriate to meet their students' diverse needs.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education Co., Advance/Adelante.: 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill My Math/Mis matematicas: 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton Mifflin CA Science: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin Social Studies: 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Harcourt Health and Fitness, Harcourt School Publishers: 2004 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)

General: The Livingston Union School District staff members pride themselves in offering clean, safe and adequate school facilities. Yamato Colony Elementary offers a safe and clean learning environment with students housed in fully equipped, modernized classrooms. Playground areas feature a variety of play equipment and groomed fields for sport play.

Maintenance and Repair: School facilities are kept in good condition by maintenance and operations department. These facilities as well as all restrooms, floors, walls, roofs, plumbing and electrical systems are routinely inspected and repaired as part of the preventive maintenance program. All facilities are fully lighted, heated, air conditioned, and wired for Internet access to all rooms. The fire alarm and safety system is inspected routinely by the school and by the local city fire department. In addition, grounds and facilities are clean and free of litter and graffiti. In joint efforts, the staff, students, and custodians work together to pick up and clean up.

Age of School Buildings: Yamato Colony Elementary permanent buildings were constructed in 1989-90. The school has 25 classrooms, two computer labs, two reading centers, one library and resource room, one kitchen and cafeteria, and one school support services office. Classrooms offer adequate heat and air conditioning and are maintained in accordance with stringent state and district guidelines.

Safety: A safety plan is in effect. Certificated and classified staff members are vigilant in maintaining student safety. All visitors check in and out at the school office upon entering and leaving school grounds. The school grounds are equipped with a perimeter fence to discourage unauthorized access during the school day. The grounds are well lighted and monitored by a video surveillance camera system to ensure the safety of the grounds.

Cleaning Process and Schedule: YCE employs a team of custodians that provide students and staff with a clean and safe school environment daily. Custodial staff receives specialized training that allows them to perform their duties effectively and efficiently. All state and district guidelines that govern custodial tasks have been implemented and are followed in accordance with the law. In addition, the District's groundskeepers maintain the grounds and landscape features. MOT director and administrative staff conduct yearly inspections to evaluate the need for major and minor school facility improvements and maintenance.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
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	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: April 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	Poor	Irrigation pump failed and was replaced in April 2018.
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

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	36.0	41.0	34.0	34.0	48.0	50.0
Math	26.0	26.0	22.0	24.0	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	14.0	33.3	29.0

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	264	261	98.86	40.61
Male	135	133	98.52	33.08
Female	129	128	99.22	48.44
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95.00	47.37
Filipino	--	--	--	--
Hispanic or Latino	220	218	99.09	40.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	42.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	211	98.60	35.55
English Learners	181	178	98.34	37.08
Students with Disabilities	22	21	95.45	4.76
Students Receiving Migrant Education Services	--	--	--	--
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 2017-18 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	264	262	99.24	25.57
Male	135	134	99.26	23.88
Female	129	128	99.22	27.34
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95	21.05
Filipino	--	--	--	--
Hispanic or Latino	220	219	99.55	25.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100	35.71
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	212	99.07	22.17
English Learners	181	179	98.9	22.91
Students with Disabilities	22	21	95.45	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Yamato Colony Elementary School (YCE) values parent participation and seeks ways for parents to partake in school activities. Our goal is to create a strong partnership with parents, so we may work collaboratively to provide a positive learning environment for all students. Regular communication from school to home is provided through the use of ParentSquare, Parent Newsletters, flyers, school marquee, website, classroom notices, and our district Twitter account. Parents are provided with various opportunities to attend school events throughout the year such as: Back to School Night, Parent Teacher Conferences, Open House, Student Program Performances, Academic Award Assemblies, School Site Council (SSC)/English Language Advisory Council (ELAC), Dual Language Academy (DLA) Parent Education Meetings, Fall Festival, Winter Festival, Family Picnic/Dance Festival, and volunteering in the classroom and on field trips.

Parents are highly encouraged to join our Parent Teacher Association (PTA), so that they may play an active role in supporting our school through the various PTA sponsored events. Some of our annual events include the Walk-a-thon, Family Movie Night, Pictures with Santa, Letter Writing to Santa, Happy Gram Sale, etc. Parents may follow our Yamato Colony PTA through Facebook.

Our district, Livingston Union School District, offers parent academies in the fall and spring to promote parent participation and provide new learning experiences. The Parent Academy workshops available are: English as a Second Language (ESL), Rosetta Stone- Learn English, Diabetes Management/Public Health, Chronic Disease Self-Management, Citizenship, College and Career Workshops, All Dads Matter, and parent and student tour to CSU Stanislaus. Class offerings are rotated amongst the LUSD schools to give parents class options within walking distance. At the district level, opportunities for parent involvement include the District English Language Advisory Committee (DELAC), the Dual Language Academy (DLA) Task Force, and the Local Control and Accountability Plan (LCAP) Committee.

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

YCE annually reviews and updates the School Safety Plan to ensure students and staff are provided a safe learning and teaching environment.

Key Elements of the School Safety Plan

In Livingston Schools, components satisfying each of the following items have been developed and are included in the Comprehensive School Safety Plan:

- 1) Disaster procedures, routine and emergency.
- 2) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision 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).
- 3) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
- 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.”
- 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.
- 11) Bullying Policy

The District-School Safety Plan was last reviewed and updated on September 27, 2018. School safety procedures are reviewed throughout the year by site administration and the Safety Emergency Response Team (SERT) to continuously improve our effectiveness to drills and in the event of a natural disaster. Parents are provided with an annual Parent/Student Handbook with safety guidelines that all students must follow to ensure everyone’s safety.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.7	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.4	2.6	1.7
Expulsions Rate	0.0	0.0	0.0
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
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0.25
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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	22	23	1	1	1	4	4	4			
1	23	23	19			1	3	4	4			
2	19	22	22	2	2	2	2	1	2			
3	17	18	20	2	2	2	3	2	2			
4	28	30	28				3	3	3			
5	28	29	31				3	3	2			1
Other	8	10	10	1	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

YCE's certificated and classified staff is provided professional development opportunities throughout the school year to enhance their pedagogical skills while integrating effective strategies in their daily instruction. Professional development training is facilitated and supported by the Site Academic Coach and Instructional Resource Teacher (IRT).

YCE teaching personnel are actively engaged in the decision making and focus of new learning through professional development. The CEP (California Education Partners) and Site Leadership Team discuss the data and root causes to unify our focus. YCE has identified an area of focus that will increase student achievement for grades TK-5. The goal is for all teachers to become experts in the implementation of the strategy and to understand the rationale and research supporting it. On a monthly basis, students are released early to allow opportunities for professional development by continuously refining the strategy and building upon it.

Over the past few years, the teaching and administrative staff have participated in the Instructional Rounds. Instructional Rounds is a professional development model which allows teachers and administrators the opportunity to visit other classrooms, observe, and provide input regarding next steps to increase student achievement. Positive Behavior Intervention Systems (PBIS) was implemented to provide a common language, common experience and common vision for student behavior expectations. Other professional development trainings provided by our in-house experts include Literacy/Reading strategies (i.e. Interactive Read Aloud, Shared Writing, Guided Reading, etc.), English Language Development, technology integration, writing strategies, math training, overview of NGSS and the 5 E lesson model, research on Science Instructional design, NGSS Framework, NGSS/ELA/ELD standards and Integrated lessons. Staff members have also had the opportunity to travel outside the district to participate in workshops and conferences.

The professional development referred to above has been an essential component. Not only does the training provide teachers with the tools to be able to effectively instruct, but has allowed for significant opportunities for across and within grade level planning and collaboration. Professional development is the key to improving instruction and influencing positive student learning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,553	\$48,064
Mid-Range Teacher Salary	\$70,195	\$75,417
Highest Teacher Salary	\$93,642	\$94,006
Average Principal Salary (ES)	\$119,939	\$119,037
Average Principal Salary (MS)	\$113,581	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$174,921	\$183,692
Percent of District Budget		
Teacher Salaries	35.0	36.0
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

YCE offered programs and services to meet the various needs of the students. Support staff was assigned to the primary grades to ensure students were supported in the area of literacy/reading. Furthermore, extended day tutoring services were provided after school to struggling students who needed additional support in the area of literacy/reading and math.

Enrichment activities were offered to engage and challenge students to new learning. Extended Day Enrichment Activities provided were: Robotics, Guitar Club, After School Sports, etc.

Categorical and LCFF (Local Control Funding Formula) funds provided opportunities for the school to support additional programs and services that would otherwise be limited or not available. These additional funds were used to offer Professional Development opportunities to certificated and classified staff, Lesson Design/Standards Planning, purchased library books, technology devices that directly impact classroom instruction.

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	7,563	788	6,775	\$76,176.00
District	♦	♦	8,381	\$76,917
State	♦	♦	\$7,125	\$76,046
Percent Difference: School Site/District			-21.2	-1.0
Percent Difference: School Site/ State			-52.1	0.2

* 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.