

# Victor F. Hodge Elementary School

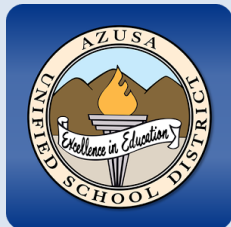
700 West Eleventh St. • Azusa, CA 91702 • 626-815-4800 • Grades K-6

Victoria Velasquez, Principal

VVelasquez@azusa.org



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



### **Azusa Unified School District**

546 South Citrus Ave.

Azusa, CA 91702

(626) 967-6211

www.azusa.org

### **District Governing Board**

Gabriela Arellanes, President

Adrian Greer, Vice President

Sabrina Bow, Ed.D., Clerk

Xilonin Cruz-Gonzalez

Yolanda Rodriguez-Pena

### **District Administration**

Arturo Ortega

**Superintendent**

Dayna Mitchell, Ed.D.

**Assistant Superintendent,  
Educational Services**

Jorge Ronquillo

**Assistant Superintendent, Human  
Resources**

Latasha D. Jamal

**Assistant Superintendent, Business  
Services**

### **School Description**

At Hodge, our vision is to ensure that all students learn and progress. We are a community of learners committed to inquiry and collaboration, dedicated to ensuring all students leave the sixth grade at levels of proficient or above.

Hodge Elementary School is part of the Azusa Unified School District located in the city of Azusa. Currently, 625 students are enrolled in Transitional Kindergarten through the sixth grade. Hodge Elementary School is a California Distinguished School and also received the 2012 Title I Academic Achievement Award. In addition, Hodge Elementary School's Professional Development School received a Golden Bell Award from the California School Boards Association.

Hodge Elementary School is committed to acting on our shared belief that all students can learn! In collaboration with faculty, staff, students, and parents, our community shares a commitment to increase learning for all. Teachers mediate student learning to ensure that all students are progressing academically and socially. The community works together to provide a caring, safe, respectful, and productive learning environment for all students. Hodge sustains a school-wide focus on California Common Core Standards-based education while affording multiple opportunities for students to develop the critical thinking, creativity, communication, and collaboration skills necessary to sustain life-long learning in the 21st Century. Additionally, Hodge provides community members with access to the outstanding AUSD Dual Immersion Spanish program, for students in grades Kindergarten through fourth grade (fifth grade will be added in the 21-22 school year).

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	106
Grade 2	100
Grade 3	93
Grade 4	97
Grade 5	84
<b>Total Enrollment</b>	<b>584</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Asian	0.9
Filipino	0.9
Hispanic or Latino	89.2
White	6
Two or More Races	0.9
Socioeconomically Disadvantaged	73.3
English Learners	26.4
Students with Disabilities	16.3
Foster Youth	1
Homeless	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 for Victor F. Hodge	18-19	19-20	20-21
With Full Credential	28	30	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	392
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Victor F. Hodge Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill - Wonders (2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Everyday Math 4 (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Carolina Biological Science (2019) 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 for California (2006) 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)

Hodge Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1964, with modernization made in 2005, the school sits on 9.25 acres. Facilities span 391,325 square feet and include a multipurpose room, library, cafeteria, 22 permanent classrooms, five portable classrooms, updated playground, and one computer lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 01-16-20

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	42	N/A	40	N/A	50	N/A
Math	42	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2020-21)

Parents and community members are very supportive of the educational program at Hodge Elementary School. Parents and the community participate in the Parent Teacher Association, Families in Schools Series, Hodge Parent Workshops, Principal's Update Meetings and Parent Coffees, School Site Council, English Language Advisory Committee, Family Fun Nights, health and wellness activities, and multiple forms of volunteering in the classroom. Due to the efforts of our PTA and community at large, Hodge Elementary School enjoys many partnerships in the community and receives a number of generous donations. These partnerships include Azusa Pacific University, and generous community support for the school's many projects.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan (School Year 2020-2021)

The safety of students and staff is Hodge Elementary School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Additionally, each year our school joins the Great ShakeOut, in which district-wide we complete an earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains water and other emergency supplies for use during a disaster.

All visitors must sign in at the front office, wear identification tags while on the school grounds and sign out upon departure. Staff and administration supervise student interaction and recess during the school day. Lunch hour/noon aides are on duty during lunch and at dismissal to support the safety of all our students. Teachers, staff, and administrators are trained and practice emergency preparedness and lock-down procedures that can secure the entire campus in an emergency.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to, and exiting from, school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually in the fall and updates the plan as needed.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.1	0.2	3.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	1.5	2.6
Expulsions	0.0	0.02	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## D. Other SARC Information

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

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Speech/Language/Hearing Specialist	1
Other	2

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	22	2	3		21	1	4		21	3	2	
1	24	1	3		21	1	3		25		4	
2	25		4		23	1	3		23	1	3	
3	20	2	3		25		4		22	2	2	
4	32		2	1	35			2	35			2
5	30		3		34			3	23	1		2
Other**					8	1			15	3	1	

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

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	41	41	51

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy.

Beginning in 2017 through 2021, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

In addition to the aforementioned, district and site learning has focused on developing Professional Learning Communities (PLC) focused on a cycle of continuous improvement. In accordance with this initiative, teachers work in grade levels and study data and student work along with curriculum frameworks, standards, district and state assessments, and state-approved adoptions to establish learning goals, plan lessons and develop common formative assessments. Teachers meet regularly each week and also for extended learning opportunities each trimester. The district initiative to develop Positive Behavior Interventions and Supports (PBIS) provides multiple training opportunities throughout the year for the PBIS team. At Hodge, staff engage in extended learning related to PBIS and the Multi-tiered Systems for Support (MTSS) provided for our students to support both their academic and social, emotional, and behavioral development. On-going workshops designed to identify/assess student needs related to social, emotional, and behavioral development are part of the professional growth plan at Hodge. And finally, since March 2020-present, district and site attention to teaching in a virtual setting, maximizing the use of technology to facilitate high levels of engagement and learning, has been a focus for professional learning.



**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,778	\$49,782
Mid-Range Teacher Salary	\$80,518	\$76,851
Highest Teacher Salary	\$100,115	\$97,722
Average Principal Salary (ES)	\$121,502	\$121,304
Average Principal Salary (MS)	\$130,013	\$128,629
Average Principal Salary (HS)	\$137,863	\$141,235
Superintendent Salary	\$238,033	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	6.0	6.0

\* 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**

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,685	\$433	\$5,252	\$87,282
District	N/A	N/A	\$5,489	\$87,388
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.4	-0.1
School Site/ State	-38.4	9.7

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