



Proctor Elementary School

17520 Redwood Road • Castro Valley, CA 94546 • (510) 537-0630 • Grades K-5

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



Castro Valley Unified School District

4400 Alma Ave.

Castro Valley, CA 94546

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School Description:

The Proctor Elementary School Community is dedicated to providing active learning in a clean, safe, and supportive environment.

- We recognize mastery of academic skills as a primary goal.
- We strive to create and maintain an atmosphere that fosters the healthy emotional, intellectual, social, and physical growth of each student.
- We value education as a process of opening our students' minds to critical thought and creative activity.
- We believe in the development of curriculum that encourages consideration for others, appreciation for diversity, compassion, empathy, responsibility, and self-discipline.
- We provide a curriculum that adapts to all learning styles and unique abilities.
- We incorporate the use of appropriate technologies to expand learning opportunities for students and to increase their rate of success.
- We foster an understanding of traditions and contemporary issues.
- We emphasize that learning extends beyond the classroom walls and is a life-long experience.
- We promote a partnership between home, school, and community.
- We acknowledge that learning is enhanced in an environment of sharing, caring, laughing, questioning, risking, and growing.

Proctor Elementary School one of nine elementary schools in the suburban community of Castro Valley, a beautiful community of rolling hills and canyons with mild winters and pleasant summers. Across the bay from San Francisco and just south of the city of Oakland, Castro Valley is a growing and a richly diverse community with neighborly appeal.

Our Proctor parents and the wider community are key partners in our commitment to provide excellent educational programs. That spirit of teamwork has allowed Proctor to purchase and install technology, purchase supplemental instructional materials to enrich the curriculum, beautify the school grounds, and establish a school garden to extend the regular curriculum to include environmental studies.

Proctor Elementary uses a Multi-Tiered System Approach (MTSS) to support the learning of all students, as we focus on the "whole child." Tiered academic and behavior interventions have been developed to support student success in and out of the classroom. We are especially proud of Proctor's science lab, created by the hard work and continued support of our district and parent community. It is fully equipped with consumable materials that a true science classroom uses, giving students a hands-on lab experience implementing the New Generation Science Standards (NGSS). Our school library has a large collection of culturally diverse materials, all selected to support and extend the K-5 common core curriculum, and culturally responsive teaching. The collection includes books, periodicals, DVDs, audio materials, with Chromebook access for students to have multiple research opportunities and access. To support 21st Century learning, Kinder classrooms have 20 ipads per class for student use, and 1st - 5th grade classes have one to one Chromebook access in their classrooms. As developmentally appropriate, students are taught to use Google Apps, typing, word processing, the web for project based assignments, assessments, and participate in programs that support RTI.

During non-school hours, we share our facility with such youth groups as Youth to Youth, science of robotics, the sports leagues, and scout groups. Our sports field is maintained by the Hayward Area Recreational Department, in collaboration with the CVUSD. Our Parent Beautification Committee, PTA, and other community organizations have raised funds, and applied multiple grants towards creating a new outdoor classroom, and school garden. Our custodial staff, with district support, also take pride in maintaining a campus befitting of the high standards of the Proctor community.

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	84
Grade 1	84
Grade 2	100
Grade 3	82
Grade 4	81
Grade 5	80
Total Enrollment	511

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
Asian	23.3
Filipino	3.1
Hispanic or Latino	23.5
White	31.3
Two or More Races	13.1
Socioeconomically Disadvantaged	17.6
English Learners	13.1
Students with Disabilities	9.4
Homeless	1.2

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 Proctor Elementary	17-18	18-19	19-20
With Full Credential	24	25	22
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Castro Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	430
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Proctor Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

All students have access to the state-adopted instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grades TK-2:</p> <p>Massachusetts Model Reading Units Reading Fundamentals (Schoolwide) Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Foundations (Wilson Learning) Flying Start Guided Reading Library (Okapi) Capstone Engage Literacy Guided Reading Library (Capstone) Bookroom Guided Reading Library (Mondo Press)</p> <p>Grade 3:</p> <p>Massachusetts Model Reading Units Read Side by Side: CIA Units Closer Reading by Nancy Boyles (Corwin Literacy) Expeditionary Learning Lucy Calkins Units of Study in Writing (Heinemann) Grammar Fundamentals (Schoolwide) Mastering the Mechanics by Hoyt & Therriault (Scholastic) Foundations (Wilson Learning)</p> <p>Grades 4 & 5:</p> <p>Read Side by Side: CIA Units Expeditionary Learning Closer Reading by Nancy Boyles (Corwin Literacy) Lucy Calkins Units of Study in Writing (Heinemann) Mastering the Mechanics by Hoyt & Therriault (Scholastic) What Really Matters in Spelling by Cunningham (Pearson) Vocabulary for the Common Core by Marzano & Simms (Marzano Research) Essential Strategies for Word Study by Rasinski & Zutell (Scholastic)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Kindergarten:</p> <p>EnVision</p> <p>Grades 1-5:</p> <p>Eureka Math</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman and Mystery Science</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Proctor Elementary School opened in 1955 in a quiet residential area at the top of Redwood Road. The campus covers more than 14 acres. In the first phase of construction, the campus included an office building, cafeteria, Kindergarten, regular classrooms, and restrooms. Additional construction in 1964 added more classrooms, a library, science labs, and restrooms. In 1991, another wing was added to house five more classrooms. Electrical upgrades were made to accommodate our new technology equipment. Four more classrooms were built in 1996 and 1997 to accommodate enrollment changes resulting from class size reduction. In 2000, updated playground equipment was installed on both the upper and lower playgrounds and in the Kindergarten play yard offering students a variety of activity for play and skill development. A complete modernization of Proctor's permanent buildings took place during the summer of 2005. Also during 2005, the Art Center was completed. In 2016, voters approved Measure G which will bring many improvements to the campus. District maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure that service is efficient and that emergency repairs are given the highest priority.

The Hayward Area Recreation Department and other local youth athletic organizations utilize the playing fields for many evening and weekend activities and work with Proctor Elementary School and the Castro Valley Unified School District to maintain the facilities.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2019

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	
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	Good	
Overall Rating	Exemplary	

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	76	78	67	68	50	50
Math	76	81	62	63	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	16.2	37.5	32.5

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	228	226	99.12	77.88
Male	131	130	99.24	76.15
Female	97	96	98.97	80.21
Black or African American	--	--	--	--
Asian	57	57	100.00	84.21
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	60.87
White	77	76	98.70	81.58
Two or More Races	32	32	100.00	84.38
Socioeconomically Disadvantaged	43	43	100.00	62.79
English Learners	39	39	100.00	76.92
Students with Disabilities	19	17	89.47	23.53
Homeless	--	--	--	--

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	228	226	99.12	80.53
Male	131	130	99.24	83.08
Female	97	96	98.97	77.08
Black or African American	--	--	--	--
Asian	57	57	100.00	87.72
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	60.87
White	77	76	98.70	82.89
Two or More Races	32	32	100.00	84.38
Socioeconomically Disadvantaged	43	43	100.00	76.74
English Learners	39	39	100.00	76.92
Students with Disabilities	19	17	89.47	47.06
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)

Parent/guardian involvement is one of the great strengths of the Proctor school community. Parents/guardians feel comfortable and welcomed at Proctor as regular volunteers, as visitors, and as participants and guests at school and parent group events. Parents/guardians and all staff members work closely in an effort to meet the needs of Proctor students. More than eight thousand hours are logged each year by parent volunteers in classrooms, the library, the science laboratory, and the school Art Center. Many more hours are volunteered supporting other Proctor programs. Parents/guardians who cannot be on campus during the school day support Proctor through their organization of and participation in special events and programs (carnival, BBQ, book fair, Battle of the Books, LEAP Sandcastle program, FAME, walk-a-thon etc.). Parents/guardians participate in regularly scheduled school-sponsored activities, such as Back-to-School Night and Open House, and in PTA-sponsored activities, such as PTA meetings, the monthly Principal's Coffee, Science Night, and Family Education Nights such as Family Math Night and PTA's School Smarts program. Substantial financial support for student learning comes from parents and the community through school-wide fundraising, the Science and Technology Booster Club, the Box Tops program and a PTA direct donation campaign at the start of the school year. Parents and family members are actively involved in the education of their children and they participate eagerly in the numerous decision-making opportunities available to them at Proctor, including membership on our School Site Council, the School Safety Committee, the English Language Advisory Committee, PTA and the Science and Technology Booster Club, the district's Parent Leadership Council The Equity Task Force, and site and district LCAP meetings. All Proctor families are invited and encouraged to share in a collaborative, caring, well-informed, and committed community of lifelong learning and "Proctor Pride!" Parents or community members who wish to participate in site leadership teams, school committees, school activities, or volunteer on campus may contact the Proctor Elementary School office at 510-537-0630. The principal, Mrs. Ghereben, can be reached by email at: hghereben@cv.k12.ca.us.

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

Proctor School has a long history of disaster preparedness and safety training. A Proctor Safety Plan was formalized, with goals and objectives to attain. It is annually reviewed and updated by the School Site Council and the School Safety Committee. The Plan is on file at the District Office and the Alameda County Sheriff's Department. Practicing procedures for emergency situations, such as fire, earthquake, and securing the campus, is on-going. Proctor's PTA receives funding annually to update emergency supplies from parent donations. District funds are also provided to the site for safety preparedness/supplies.

A safe and orderly school climate is promoted. Parents, students, staff, and law enforcement are apprised of suspension and crime data and discuss their concerns. Our standards and consequences for student behavior are clearly communicated in the Student/Parent Handbook, through school-wide assemblies, and in class meetings. Student supervision is provided before and after school with campus monitors and the administrator supervising students during lunch. Walkie-talkies facilitate communication for yard supervisors. The "Second Step" program and curriculum aim to reduce impulsive and aggressive behaviors and increase protective factors and social-emotional competence. Organized by grade level, the program teaches children empathy, problem-solving skills, risk assessment, decision-making, and goal-setting skills. The Second Step program is classified as a universal intervention, meaning that it is appropriate for whole classrooms of children and not just those at risk. Upper grade classrooms have developed a student leadership team called the Positive Patriots to promote positive, responsible student behavior. Proctor supports student behavior through a multi-tiered system of support and through the Positive Behavior Intervention System (PBIS) and implemented SWIS in the Spring of 2017. The cross-grade "buddies" contribute to the positive climate on campus. Teachers and the principal have built a strong home-to-school connection with parents that enable them to enlist immediate, consistent support for appropriate student behavior. All visitors and volunteers are required to check in at the office and are required to wear an identification badge while on campus. The school staff and the larger community work together effectively to offer a challenging, exciting, positive and safe educational environment.

A cooperative effort between students, staff, and parents helps to maintain a clean campus. The Hayward Area Recreation Department utilizes the playing fields for many evening and weekend activities and work with the school district to maintain the facilities.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.7	2.2
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*	.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	
Resource Specialist (non-teaching)	4.2
Other	2.0

* 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 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	24		4		25		3		24		4	
1	25		3		25		4		24		3	
2	24		4		25		3		25		4	
3	25		3		25		3		25		3	
4	33			2	33			2	23	1	2	
5	31		3		33		1	2	31		3	
Other**	10	1			7	1			6	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

For the 2019-2020 school year, there are two mandatory professional development days in January and again in March focused on developing a Multi-Tiered System of Support (MTSS) to strengthen our academic and behavior interventions, and continuing our work with essential standards across the content areas. Additional staff development takes during staff meetings, and shortened school days. Staff will continue to participate in professional development opportunities in the areas of RTI, Literacy Workshops, Mystery Science trainings, Second Step trainings, Health and Wellness trainings, Illuminate, PBIS, Google/Tech trainings and additional PD opportunities both in the district and off-site to support the Common Core Standards in math, English Language Arts, and use of new technology. Our site Instructional Leadership Team (ILT), composed of teacher leaders from each grade level and program, participate in off-site PLC trainings to strengthen our knowledge in RTI, data analysis, and development of common formative assessments (CFA's). Site level teacher leaders participate as teacher mentors in ELD, Technology, and MTSS also attend professional development to build school capacity, and have the opportunity to collaborate cross-site with other teacher leaders several times a year. District staff also support teachers in math, ELA, science and technology with ongoing district level and site PD as needed.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,406	\$49,084
Mid-Range Teacher Salary	\$79,478	\$76,091
Highest Teacher Salary	\$107,213	\$95,728
Average Principal Salary (ES)	\$129,169	\$118,990
Average Principal Salary (MS)	\$141,061	\$125,674
Average Principal Salary (HS)	\$159,402	\$137,589
Superintendent Salary	\$293,526	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

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

Types of Services Funded

Education Protection Account
ESSA: Title II, Part A, Supporting Effective Instruction
ESSA: Title III, English Learner Student Program
ESSA: Title III, Immigrant Student Program

*Ongoing Federal & State Programs Only

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	\$5,194	\$195	\$4999	\$87093
District	N/A	N/A	\$5,262	\$82,309.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.1	5.6
School Site/ State	-40.1	10.9

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.