



Coyote Creek Elementary School

8700 North Gale Ridge Rd. • San Ramon, CA 94582 • (925) 735-1183 • Grades K-5

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



San Ramon Valley Unified School District

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District Governing Board

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Greg Marvel, Board Vice President
Mark Jewett, Board Clerk
Ken Mintz, Board Member
Susanna Ordway, Board Member

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Superintendent
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Educational Services**
Keith Rogenski
**Assistant Superintendent,
Human Resources**
Gregory Medici
**Chief Business Officer
Business Office**
Gary Black
**Assistant Superintendent,
Facilities & Operations**

School Description

Coyote Creek is a California Distinguished School that opened in August 2000. It was the first developer built school in the Dougherty Valley of San Ramon. The school serves the neighboring population of the Gale Ranch Division and is surrounded by beautiful rolling hills and a few remaining ranches. Continued development is expected in the area and Coyote Creek has seen many changes. The school opened with a student population of 300 and currently has 825 students enrolled.

The cornerstone of our school is the strong partnership between students, staff, parents, and the community with the underlying premise that decisions are made with the focus on “students first”. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. We believe that all children can learn and are responsive to their unique learning styles. Our strong academic curriculum is standards-based and our teaching strategies provide a positive, caring and stimulating setting where students love to learn. Parents place an exceptionally high value on education and support our school’s efforts to provide an equitable learning environment and exemplary academic program.

The PTA has been successful in furthering the community spirit by sponsoring family events that include a Welcome Back Social, Multicultural Day, family game nights, and school dances. PTA also coordinates parent volunteers in many leadership roles that include committee chairs, room parents, and Art Masterpiece. Our Coyote Creek Learning Foundation enhances school programs through fund raising efforts such as our annual registration drive, Spring auction, Fun Run, and Spell-a-Thon. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. With a keen eye, our Site Council reviews data and programs, and then makes recommendations for program improvements.

Our student leadership group, Peacemaker program, and safety patrol groups offer leadership roles for students and teach community awareness and safety. Character education is addressed through Sanford Harmony, the district adopted curriculum.

With Common Core Standards and school goals in mind, teachers work collaboratively to further develop their curriculum within and across grade levels. As active participants in the school, all staff members are considered educators of children and accept this responsibility with pride. Within the school there exists mutual support, respect, shared decision making and leadership. Coyote Creek is a school of excellence as evidenced through our commitment to creating a community of learners and leaders who will succeed long after they have left our school. Along with a rigorous academic program, Coyote Creek offers theatre, music, visual art, dance, and media arts experiences to all students both as independent classes and as interdisciplinary subjects woven into core content areas of English Language Arts, Math, Science, and Social Studies. Students enrolled in our school receive weekly instruction in visual and performing arts (VAPA) and integrated arts. Specifically, students in grades 4 and 5 receive two-50 minutes of Performing Arts instruction per week. Our students in the primary grades of TK-3 receive arts instruction in periodic cycles. Additionally, students receive integrated arts instruction from our classroom teachers, spearheaded by our teachers seeking certification through the Integrated Learning Specialist Program (ILSP). Our program enriches the lives of its students while preparing and equipping them to meet the academic challenges ahead.

Coyote Creek Mission Statement

The staff and community of Coyote Creek are dedicated to nurturing every child's unique learning style in a safe and supportive atmosphere. We achieve this by providing a balanced instructional environment that challenges and promotes each child's intellectual, social, physical, and creative potential. "We Care, We Share, We Dare!"

Coyote Creek Vision Statement

We envision a diverse school community that values the whole child by meeting their academic, social, and emotional needs. We will prepare students for the future by providing them with a safe, engaging, challenging, and emotionally supportive environment. With a dedicated staff and parent community we will strive to develop students who will become lifelong learners and are able to meet the growing changes of the future.

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	165
Grade 1	111
Grade 2	162
Grade 3	175
Grade 4	124
Grade 5	183
Total Enrollment	920

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	61.3
Filipino	2.9
Hispanic or Latino	6.2
Native Hawaiian or Pacific Islander	0.2
White	18.6
Two or More Races	8.7
Socioeconomically Disadvantaged	6.2
English Learners	15.5
Students with Disabilities	7.6

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 Coyote Creek	17-18	18-19	19-20
With Full Credential	54	46	46
Without Full Credential	0	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Coyote Creek 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)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Twig Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 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)

Coyote Creek Elementary is a beautiful and modern school that is nestled in the hills of the Dougherty Valley. The school is adjacent to Coyote Creek Park which is maintained by the City of San Ramon.

Coyote Creek Elementary's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Coyote Creek has 36 classrooms that serve students in Transitional Kindergarten through fifth grades and two Counseling Enriched classrooms. We have a computer lab, a dedicated science room, two reading intervention rooms, a Performing Arts room, and a Visual Arts room. In addition, we have a stage for vocal and instrumental music class, library, and a multi-purpose room.

Recent improvement to our facility include two large shade structures, an organic garden, and a new digital marquee.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/27/19

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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	83	81	82	81	50	50
Math	88	85	77	78	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	12.6	28.4	50.5

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	496	490	98.79	80.94
Male	250	245	98.00	78.60
Female	246	245	99.59	83.27
Black or African American	13	13	100.00	61.54
Asian	303	303	100.00	86.71
Filipino	12	12	100.00	66.67
Hispanic or Latino	26	26	100.00	76.92
White	106	102	96.23	71.57
Two or More Races	36	34	94.44	73.53
Socioeconomically Disadvantaged	36	36	100.00	58.33
English Learners	81	81	100.00	69.14
Students with Disabilities	58	54	93.10	53.70

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	496	490	98.79	84.90
Male	250	245	98.00	83.67
Female	246	245	99.59	86.12
Black or African American	13	13	100.00	46.15
Asian	303	303	100.00	92.08
Filipino	12	12	100.00	83.33
Hispanic or Latino	26	26	100.00	69.23
White	106	102	96.23	75.49
Two or More Races	36	34	94.44	76.47
Socioeconomically Disadvantaged	36	36	100.00	55.56
English Learners	81	81	100.00	81.48
Students with Disabilities	58	54	93.10	53.70

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)

Coyote Creek Elementary greatly benefits from supportive parents who are an integral part of the school community. The school has a strong base of parent volunteers who volunteer in the classroom, tutor students, supervise at lunch, and chaperone field trips. Parents are also welcome to attend PTA, School Site Council, and Coyote Creek Learning Fund meetings. The main focus of the PTA is to sponsor family fun activities to help build community and to strengthen the school-home partnership. Our Learning Foundation is responsible for fundraising; thus providing the school with personnel and programs to maintain and enhance the quality of education and environment of Coyote Creek School. Site Council is a governing board responsible for monitoring the School Plan for Student Achievement and the School Improvement Program budget. The school also benefits from several community partnerships: including the San Ramon Valley Education Foundation. The San Ramon Rotary honors a staff member and student each year and provides dictionaries to all of our third graders.

Parents or community members who have questions or wish to volunteer, participate in leadership teams, school committees or school activities may contact the Coyote Creek Elementary School office at 925-735-1183. Our website is www.ckes.srvusd.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

The Coyote Creek staff considers safety our highest priority.

Visitors are required to check in at the office and volunteers and visitors wear identification badges while on campus. Fire, secure campus, and earthquake drills take place on a regular basis. Posted procedures for emergencies are visible in all rooms. Adults supervise the playground at all recesses and at lunchtime. Staff members supervise the parking lot before and after school. There are two adult crossing guards on the main frontage road for arrival and dismissal of students. All supervising adults wear identifying safety vests. There are walkie-talkies in all classrooms, the office, playground areas, and other pertinent areas. The school safety patrol assists students in safely crossing the parking lot. Playground and school safety rules are reviewed with students in class during the first week of school. On the first day of school students are given a guided tour of the school facility and introduced to key staff members and are reminded about school etiquette and safety. Each classroom has an emergency pack and disaster plan to follow in case of a crisis.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.4	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	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*	.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	1.6
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	2	5		23		6		24		7	
1	26		12		25		6		25		4	
2	21		10		22	1	6		24		7	
3	26		14		22	1	5		22	1	7	
4	30		12		28		6		27		4	
5	29		10		25	1	7		27		7	
Other**									10	1		

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

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

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

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

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

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	6872.98	683.01	6189.96	80558.68
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.4	7.3
School Site/ State	-24.1	-0.4

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.