



Palmer Way Elementary School

2900 Palmer Street • National City, CA 91950 • (619) 336-8900 • Grades K-6

Alfonso J Denegri, Principal

adenegri@nsd.us

www.nsd.us

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



National School District

1500 N Avenue
National City
619-336-7500
www.nsd.us

District Governing Board

Barbara Avalos
Board President

Brian Clapper
Board Clerk

Maria Betancourt-Castañeda
Board Member

Maria Dalla
Board Member

Alma Sarmiento
Board Member

District Administration

Dr. Leighangela Brady
Superintendent

Dr. Sharmila Kraft
**Assistant Superintendent
Educational Services**

Chris Carson
**Assistant Superintendent
Business Services**

Dr. Leticia Hernandez
**Assistant Superintendent
Human Resources**

School Description

Welcome to another fantastic school year! We have so much to celebrate at Palmer Way School, and it is because of the support from our families, our highly qualified teachers, and the committed and engaged students that we are so successful. We are all partners in the educational journey of children. As a team, we strive for excellence in academics and in the social – emotional development of children. We have all known what a great school we have in our community and it is even better to know that the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE), has recognized Palmer Way School as an Honor Roll school for the 2018 - 2019 California Honor Roll.

As principal, I'm honored to serve as the instructional leader and I am committed to ensuring our school maintains high academic standards by providing a rigorous academic program that addresses the individual needs of each student. Our school's dedicated staff is committed to the success of our students and works collaboratively to provide the most effective instructional learning experiences. Palmer Way is a great place to learn and grow, offering a relevant and rigorous curriculum based on the Common Core Standards and project-based learning. Technology is also used extensively by staff and students. The skills of creativity, communication, collaboration, and critical thinking are a focus in each classroom preparing the students for the challenges of the 21st century.

I firmly believe that parent and community involvement, as well as communication and collaboration, are essential to the overall success of our school. Palmer Way has a new and growing Parent Teacher Association (PTA). The PTA is the heart of the school and a vital link between parents, teachers and community members. Through our programs and activities, the Palmer Way Elementary PTA helps to meet the needs of children in our school. Volunteers are greatly appreciated and we would love for you to join our efforts. Please visit the school and inquire how you can GET INVOLVED.

Palmer Way is in our third year of Positive Behavior Interventions and Supports (PBIS) implementation. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. Our PBIS team meets monthly to identify challenge areas and come up with strategies to improve student behavior. We are very excited to continue enhancing this approach at Palmer Way School. In addition Palmer Way has been investing many hours of professional development on writing. At Palmer Way we believe that focusing on writing, with writing skills in such high demand, increased writing instruction and student feedback can benefit students for the rest of their lives. Heightened focus on these skills at the elementary level is essential in ensuring the future success of America's future leaders. Teachers are encouraged to exchange ideas with other teachers while also communicating with parents, in order to bring real-life context and innovation and technology to the curriculum. Writing is not just a way of learning; it's a way of working together. If students learn to take responsibility for their own learning, they will form the basis for the way they will work with others in their adult lives.

I feel so fortunate to be a part of the Palmer Way Family! Working together as a team, Palmer Way teachers, staff, and parents do whatever it takes to ensure the academic and personal success of all our students. High student achievement, outstanding character, along with school connectedness and safety continue to be our top priorities.

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	85
Grade 1	62
Grade 2	66
Grade 3	76
Grade 4	73
Grade 5	75
Grade 6	85
Total Enrollment	522

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	5.2
Filipino	16.1
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0.6
White	2.5
Two or More Races	4
Socioeconomically Disadvantaged	76.4
English Learners	46
Students with Disabilities	5.4
Foster Youth	0.2
Homeless	15.5

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 Palmer Way	17-18	18-19	19-20
With Full Credential	23	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	17-18	18-19	19-20
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Palmer Way 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 and Instructional Materials

Year and month in which data were collected: 12/20/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin-Harcourt California GO MATH 2015/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 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)

Palmer Way's main campus was built in 1967. Since our opening the following major renovations or improvements have been addressed:

- 1997 – Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2000—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.

Palmer Way currently has 28 regular classrooms and 12 relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/03/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	School Health Office - Concrete needs to be repaired outside of the office; sewer line repairs. Action Taken - Work order requested for repairs.
Interior: Interior Surfaces	Good	Mens Restroom - Painting and wall repairs. Rm C5 - Needs new carpet. Rm C8 - Carpet needs replacing. PS1 Bathroom - D Action Taken - Work orders requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Admin. Office - FAAP needs to be installed. Action Taken - Work orders requested for repairs.
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	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	57	55	43	43	50	50
Math	40	40	33	33	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	22.7	17.3	8.0

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	320	308	96.25	54.87
Male	154	148	96.10	56.76
Female	166	160	96.39	53.13
Black or African American	--	--	--	--
Asian	22	22	100.00	68.18
Filipino	38	38	100.00	84.21
Hispanic or Latino	222	211	95.05	47.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	23	22	95.65	77.27
Socioeconomically Disadvantaged	250	240	96.00	53.33
English Learners	203	193	95.07	54.40
Students with Disabilities	25	23	92.00	13.04
Homeless	48	45	93.75	6.25

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	320	318	99.38	39.62
Male	154	152	98.70	42.76
Female	166	166	100.00	36.75
Black or African American	--	--	--	--
Asian	22	22	100.00	63.64
Filipino	38	38	100.00	68.42
Hispanic or Latino	222	221	99.55	29.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	23	22	95.65	68.18
Socioeconomically Disadvantaged	250	248	99.20	39.52
English Learners	203	203	100.00	38.92
Students with Disabilities	25	23	92.00	8.70
Homeless	48	47	97.92	2.08

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)

Contact Person Name: Alfonso Denegri

Phone Number: (619) 336-8950

Home/School Partnership:

- Student Recognition Assembly
- Parent/Teacher Association (PTA)
- GATE Steering Committee
- Catholic Charities Grandparent Program
- Volunteer Appreciation Events
- Family Literacy Nights
- Project Based Learning presentations
- School Site Council
- English Language Advisory Committee (ELAC)
- Parents Volunteers
- PTA/Family Events (Fall Festival, Art/Authors Festival, Movie Nights, etc.)
- Coffee with the Principal

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

SB187 Safety Plan

Date the plan was last updated: November, 2019

Date the plan was last reviewed with the staff: November, 2019

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.9	0.7	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.5	1.6
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*	1044.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	4.5

* 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	20	4			20	2	2		21	1	3	
1	23		4		23		3		23		2	
2	22		3		20	3	1		24		3	
3	24		3		24		3		22		4	
4	33			2	27		2		27		2	
5	31		3		31		3		29		3	
6	31		2	1	26	1	3		23	1	3	
Other**	14	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	13	23	26

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district-wide professional development throughout the year. During the 2019-20 school year all teachers at Palmer Way will receive approximately 30 hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers will receive in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. We also have credentialed teachers that provide Engineering is Elementary lessons for students. This provides opportunity for the Language Arts and ELD workshops. With our new English Language Arts adoption, all teachers will receive staff development in the implementation of our newly adopted BENCHMARK materials. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company 100 book libraries. All teachers will receive staff development on the implementation and best practices used for these reading baskets for students. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors will deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

In addition to district level professional development focused around English language arts and math, Palmer Way also has a strong focus on Writing. Many hours of professional development are spent on identifying, studying and implementing Writing Strategies At Palmer Way we believe that the skills most important to develop in young children, is a love of reading and writing. A child with a book or pencil in her hands is a child with a bright future in front of her. Reading and writing may be looked at as fundamental skills within the classroom, but their use remains essential long after one's formal education comes to an end. Living in the digital age has made literacy even more important, as communicating professionally via writing is an important skill in most workplaces. At a time when professionals spend one third of their time reading and writing emails, written communication is more important than ever before for success in academics and beyond. The earlier in life writing skills are developed, the stronger these skills will be in the long run, highlighting the importance of writing in elementary school.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,104	\$45,741
Mid-Range Teacher Salary	\$68,585	\$81,840
Highest Teacher Salary	\$102,647	\$102,065
Average Principal Salary (ES)	\$126,006	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
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

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I \$68,169
 LCAP Supplemental and Concentration Funds \$206,574
 Total \$ 274,743

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	5,244	627	4,617	70,190
District	N/A	N/A	4,571	\$76,870.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.0	-5.6
School Site/ State	-42.7	-14.2

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.