



# Chaboya Middle School

3276 Cortona Drive • San Jose CA, 95135 • (408) 270-6900 • Grades 7-8

Derrick Watkins, Principal

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<http://chaboya.eesd.org/>

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



### Evergreen Elementary School District

3188 Quimby Road  
San Jose CA, 95148  
(408) 270-6800  
[www.eesd.org](http://www.eesd.org)

#### District Governing Board

Leila Welch, President

Jim Zito, President Pro-Tem

Christopher Corpus, Clerk

Bonnie Mace, Trustee

Marisa Hanson, Trustee

#### District Administration

Dr. Emy Flores  
Superintendent

Dan Deguara  
Assistant Superintendent,  
Educational Services

Cesar Torrico  
Assistant Superintendent, Human  
Resources

Delores Perley  
Chief Business Officer

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Director, Educational Services

Rick Navarro  
Director, Operations

Patrinia Redd  
Director, Pupil Services

Tonya Trim  
Director, Educational Services

Johanna Villareal  
Director, Board and Administrative  
Services

### Principal's Message

Chaboya Middle School is located in the rolling hills of Evergreen Valley just north of historic Montgomery Hill. Built in the location of San Jose's first Specific Plan Community. During the 2018-2019 school year, the school will serve 1,096 students, 576 seventh graders, and 520 eighth graders. Chaboya is a five-time recipient of the prestigious California Distinguished School Designation and the Gold Ribbon Award. The students, staff, and parents of Chaboya Middle School are continuously striving to expand Chaboya Middle School's reputation as an effective and vital educational institution, which provides students with programs that allow them to be the best they can be. Chaboya provides a multitude of extracurricular activities, including after school sports and 18 clubs.

It is the goal of Chaboya Middle School to provide a rigorous and balanced standards-based curriculum through a structured environment, which meets the needs of our students in transition and reflects and celebrates the diversity of our community. Within a safe and caring environment all students are expected and encouraged to work to their greatest potential in achieving academic success, becoming physically fit, acquiring appropriate social skills, developing self-reliance, and gaining self-confidence in order to be better prepared for high school, college, and or career.

Chaboya Middle School provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

### Discipline & Climate for Learning

Students at Chaboya Middle School are guided by specific expectations and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is based on PBIS to provide students with opportunities to learn self-discipline through a system of consistent positive acknowledgment and consequences for their behavior. The school addresses these expectations through our core values, better known as the Three C's (Choice, Chance, and Change). Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school expectations and discipline policies at the beginning of the school year, and a expectation refresher occurs at the beginning of the second semester, as well as through the Parent-Student Handbook. These expectations are viewed through the lenses of Choice, Chance, and Change. On-going school-to-home communication is facilitated through weekly online newsletters, Back-to-School Night, Open House Showcase, School Site Council, PTSA, parent-teacher conferences, emails, Parent Portal, and Chaboya's website.

### Vision Statement:

Chaboya Middle School provides a welcoming community environment that promotes safety, wellness, and learning skills that transfer to life application. In a partnership with our parents and community, we value diversity, integrity, and academic excellence, as we prepare our students for life beyond the classroom.

### Mission Statement:

Chaboya Middle School staff and community continually strive to support students to develop into a healthy, productive citizens, who make positive contributions to both their local and global communities.

## 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
Grade 7	573
Grade 8	521
Total Enrollment	1,094

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	70.2
Filipino	5.7
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	0.1
White	7.7
Two or More Races	5.5
Socioeconomically Disadvantaged	13.3
English Learners	5.5
Students with Disabilities	5.4
Foster Youth	0.1

## 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 Chaboya Middle	17-18	18-19	19-20
With Full Credential	46	44	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Evergreen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	44
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Chaboya Middle 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)

Evergreen School District held a Public Hearing on October 10, 2010, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards, with final approval by the Board of Trustees. Textbooks and supplementary materials are typically adopted according to a cycle developed by the California Department of Education. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

The California State Board of Education adopted science programs at its November 2018 public meeting. Evergreen will review materials in 2019-20 to determine next steps. The California State Board of Education adopted Social Science materials at its November 2017 public meeting aligned to the new California Framework. The California Social Science standards remain unchanged.

Pursuant to California Education Code (EC) Section 60210, a school district may utilize instructional materials not adopted by the SBE, so long as the materials are aligned to state standards and a majority of the participants of any review process conducted by the district are classroom teachers who are assigned to the subject area or grade level of the materials being reviewed.

### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Adopted in April 14, 2016 (Grade K-5): CA Wonders McGraw Hill, Adopted in 2016 (Grade 6-8) Springboard Collegeboard The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Adopted in April 16, 2015 (Grade 6-8): College Preparatory Mathematics, Math Vision Project The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Adopted in 2006: (Grade 7-8): McDougall-Littel The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%
Foreign Language	Adopted in 2012 (Grade 7-8): EMC Publishing The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Chaboya Middle School, originally constructed in 1991, is currently comprised of 47 permanent classrooms, a computer lab, a library, a staff lounge, a work room, a gymnasium, a weight room, a track, two soccer fields, two baseball diamonds, a blacktop area, and one playground. The school will be replacing the 20-year-old sound system in the gym. The chart displays the results of the most recent facilities inspection.

#### Cleaning Process:

Chaboya Middle School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

#### Maintenance & Repair:

A scheduled maintenance program is administered by Chaboya Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the 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.

#### Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

### School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 19, 2019

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	
<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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	84	83	65	66	50	50
Math	81	81	61	61	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
7	18.2	27.7	36.8

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	1096	1092	99.64	82.78
Male	566	563	99.47	79.40
Female	530	529	99.81	86.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	765	764	99.87	89.01
Filipino	46	45	97.83	86.67
Hispanic or Latino	108	107	99.07	45.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	85	98.84	75.29
Two or More Races	75	75	100.00	81.33
Socioeconomically Disadvantaged	149	148	99.33	57.43
English Learners	144	144	100.00	56.25
Students with Disabilities	57	55	96.49	27.27
Foster Youth	--	--	--	--

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

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

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

### **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.

**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	1096	1092	99.64	81.23
Male	566	563	99.47	81.88
Female	530	529	99.81	80.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	765	764	99.87	89.53
Filipino	46	45	97.83	68.89
Hispanic or Latino	108	107	99.07	42.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	86	85	98.84	70.59
Two or More Races	75	75	100.00	73.33
Socioeconomically Disadvantaged	149	148	99.33	51.35
English Learners	144	144	100.00	59.72
Students with Disabilities	57	55	96.49	25.45
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents assist in areas such as PTSA, the classroom, the School Site Council, ELAC, sports, and as band parent volunteers, drama parent volunteers, fundraising helpers, supporting our Student Leadership, awards activities, field trip chaperones, and with other activities that help bridge home to school. Parents also volunteer their time coordinating and leading after school activities, such as Math and Science Olympiad.

### 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 safety of students and staff is a primary concern of Chaboya Middle School. Students are supervised before school and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and administrators. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in February 2019. It will be reviewed again this winter with a revision submission date of February 7, 2020. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.5	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	1.8
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)	
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	26	8	32	4	25	9	30	5	28	8	14	18
Mathematics	29	5	12	15	28	5	24	11	30	3	27	8
Science	30	1	25	17	31	2	24	15	30	1	32	8
Social Science	33		9	27	32	1	21	14	31	1	20	15

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		4	

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Also, teachers utilize the district-sponsored middle school staff development days, which allows them to collaborate with middle school teachers in the district, within their single subject area and grade level. We will alternate staff meetings to focus on PBIS, Safety, Culture, Language Acquisition, and POL. Staff meetings will be utilized to provide all teachers professional development related to evaluating and implementing intentional practices related to Evergreen School District's Profile of a Learner (POL). Using the cycle of inquiry to ensure our staff understands the site's PBIS system, as well as ensure it meets the needs of our students. In the realm of safety, San Jose Police Department does a refresher Run-Hide-Defend training session. Teachers in the Language Arts Department continue to participate in training sessions related to Evergreen's recently adopted ELA materials from Springboard, as well as engage in Google classroom and digital tools. Science will continue to use professional development opportunities to transition to NGSS. The Leadership teacher takes advantage of annual CADA conferences to stay current. As a site all staff members, regardless of subject areas will participate in ongoing training to support our second language learners. In addition to district personal providing training for teachers, site lead teachers were trained to provide ongoing support and training for their colleagues.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,010	\$45,741
Mid-Range Teacher Salary	\$90,633	\$81,840
Highest Teacher Salary	\$104,878	\$102,065
Average Principal Salary (ES)	\$138,740	\$129,221
Average Principal Salary (MS)	\$141,310	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$191,425	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- LCAP funds or Supplemental Funds
- Title I, Targeted Assistance (for these schools: LeyVa, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,758	\$131	\$5,627	\$97,715
District	N/A	N/A	\$9,818	\$94,781.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-54.3	2.8
School Site/ State	-23.5	18.8

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.