



Valentine Peyton Elementary

2525 Gold Brook Drive • Stockton, CA 95212 • (209) 933-7420 • Grades K-8

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



Stockton Unified School District

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Educational Support Services**

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Mission Statement:

Valentine Peyton School provides an instructional program that reflects high expectations for all students and focuses on mastery of the standards.

Vision: By focusing on a rigorous and challenging curriculum, we aspire for our students to become literate, critical thinkers, effective communicators, and life-long learners.

School Profile:

The focus of Peyton School is the social and academic success of our students; preparing them for college, career and community. Our staff members believe in continuous improvement. We educate children with both enthusiasm and genuine concern for making a difference, not only on our campus, but in the world.

We are proud that our students have shown tremendous growth. Though this growth is definitely something to celebrate, it is only one of the celebrations of our great school. We believe that all students, families, staff and community members should feel welcome and know their importance. This atmosphere is critical to the emotional well-being of our students, which in turn, helps the students be academically successful. Innovative programs such as PLUS (Peer Leaders Uniting Students), Student Leadership, Project Lead the Way, and AVID provide opportunities for students and families to support our children as they grow as scholars and as citizens.

Evidence of academic growth can be seen not only in our iReady and SBAC data, but also in reclassification rates of English Learners and ELPAC scores. Student performance is monitored through careful analysis of student progress toward benchmarks at teacher academic conferences led by specialists and administrators, as well as student academic conferences. Specialists support teachers in the areas of Reading, English Language Development, Mathematics, Speech, and Resource for Special Education students. Teacher professional growth is also highly regarded at Peyton School. Our teachers are actively involved in collaboration, professional development, and are known for being instructional leaders in the district.

We have four special day classes on our campus, including three levels of Autism classes that serve students in grades K-8. These students enrich our campus and help all students to respect others, regardless of physical or learning challenges. Many of our students are mainstreamed into general education classes. Students in general education and special education settings share play time and are often paired for class projects to encourage socialization and inclusion. We also have Reading Buddies and older students that pair up with younger students to complete an activity or teach them how to use technology.

School Poem:

There is nothing like a neighborhood school when it's working at its potential. Its power is breathtaking. Its potential is unlimited. It empowers the knowledge and wisdom of caring adults to motivate and encourage a lifetime of learning for all who enter its gates. It provides community, character, and refuge from what is broken outside its walls. It builds bridges to knowledge seekers and offers truth and cognitive stimulation to those it serves. It provides resources for those in need, opens its arms to the forgotten, and challenges each person to go beyond their experiences and imagination. It breaks the chains of ignorance, frees the hopeless, offers belonging to the marginalized of this world, and celebrates the empowerment of the success in learning and rigorous challenge. Whatever the capacity for human ignorance, the school community has a greater capacity for educating and promoting citizenship to change this city. This is what we do. This is who we are. This is Peyton School.

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	120
Grade 1	96
Grade 2	114
Grade 3	86
Grade 4	91
Grade 5	83
Grade 6	101
Grade 7	98
Grade 8	72
Total Enrollment	861

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	1
Asian	23.6
Filipino	12
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	1
White	4.3
Two or More Races	5.1
Socioeconomically Disadvantaged	57.7
English Learners	10.9
Students with Disabilities	10.1
Foster Youth	0.3
Homeless	0.8

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 Valentine Peyton	17-18	18-19	19-20
With Full Credential	34	36	36
Without Full Credential	3	5	2
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Valentine Peyton Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	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)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and Physical Science, Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 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)

Peyton School opened a beautiful new campus in the Riverbend area in 2009. The school site has a kindergarten building with individual classroom restrooms and a separate playground and teacher workroom. There is a large two story classroom building, which houses first through eighth grade classes, as well as a staff lounge and workroom. Our resource building includes a library, a state of the art computer lab, a life skills special education classroom, the counseling office, and the resource classroom. The multipurpose building contains a full cooking kitchen, a Physical Education room and an indoor stage. The administration building has one special education classroom, a staff lounge, a conference room, and a large community room used for large gatherings and assemblies. Our preschool cottage has a separate and secure playground for the two classes on campus. The students enjoy a blacktop with many activities, a playground apparatus, and a large field area.

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

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to produce a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/17/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	rm 17: paint exterior door. rm 25: stained ceiling tiles. rm 27: stained ceiling tiles, tile floor has bubbles.
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	eastside boys/girls restrooms: cracks on walls boys & girls restroom. Multipurpose: cracks on walls south side.
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	45	48	28	31	50	50
Math	34	43	21	21	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	18.5	19.8	29.6
7	17.5	21.6	24.7

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	505	504	99.80	47.82
Male	260	259	99.62	46.33
Female	245	245	100.00	49.39
Black or African American	53	53	100.00	41.51
American Indian or Alaska Native	--	--	--	--
Asian	128	128	100.00	47.66
Filipino	50	50	100.00	70.00
Hispanic or Latino	211	210	99.53	44.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	35.00
Two or More Races	28	28	100.00	50.00
Socioeconomically Disadvantaged	299	298	99.67	43.29
English Learners	125	125	100.00	34.40
Students with Disabilities	29	28	96.55	21.43
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	505	504	99.80	42.66
Male	260	259	99.62	48.26
Female	245	245	100.00	36.73
Black or African American	53	53	100.00	20.75
American Indian or Alaska Native	--	--	--	--
Asian	128	128	100.00	47.66
Filipino	50	50	100.00	62.00
Hispanic or Latino	211	210	99.53	38.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	45.00
Two or More Races	28	28	100.00	50.00
Socioeconomically Disadvantaged	299	298	99.67	38.93
English Learners	125	125	100.00	33.60
Students with Disabilities	29	28	96.55	28.57
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)

Peyton School recognizes the important role that parents and the community play in the success and education of their students. Peyton School has established partnerships with community businesses and organizations to increase parent participation and create a positive learning environment for our students. Peyton School offers several opportunities and programs to encourage parent involvement.

- After School Tutoring Program, University of the Pacific, Harold S. Jacoby Center
- English Language Advisory Committee (ELAC)
- Parent Coffee Hour
- Peyton Parent Teacher Student Association (PTSA)
- Parent/Student Conferences
- Student Assistance Program
- School Site Council (SSC)
- iMom/All Pro Dad
- Parent Classroom Walks
- Family Events (Picnic on the Grounds, Movie Nights, STEAM Night, Renaissance Awards Assemblies, Literacy Night, etc.)
- Parent Workshops via the SUSD Parent/Community Empowerment Department

Peyton School believes that the parents and guardians can support the learning environment of the school and their students by:

- Monitoring student attendance
- Monitoring completion of student homework
- Monitoring and regulating screen time
- Monitoring and regulating sleep time
- Participating in the decision making process in school organizations and committees
- Planning and participating in activities at home that support classroom learning
- Volunteering in the classroom
- Chaperoning educational field trips

Parents and community members who wish to become a part of the school community and participate should apply at <https://beamentor.org/linkpages/mentorasp/specialprojects/stocktonca/Default.asp>. We are very appreciative of our volunteers and believe that the success of our students depends on home, school, and community partnerships.

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

Peyton School places a strong emphasis on providing a safe environment for all students and staff members. The school’s custodial team ensures the school facilities are in compliance with all health and safety regulations. Our facilities are cleaned daily to maintain a healthy environment. During each vacation break, a deep cleaning process occurs during the close of school. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan helps to provide a secure and clean environment for the school community. The school’s Readiness and Emergency Management Plan identifies procedures to follow during emergencies and natural disasters. The REMS plan is reviewed, updated, and discussed with the faculty at the start of each school year and revisited throughout the school year. The updated REMS plan was reviewed with the faculty on July 31, 2019 and with parents and students on August 1, 2019. Fire Drills are conducted with all staff and students on a monthly basis, with other emergency drills each trimester. In the event of a school emergency, the administrator activates the Emergency Response Team, including notification of the appropriate site and district personnel, to resolve the emergency and safely secure or evacuate the students, based upon the site and district Readiness and Emergency Management for Schools (REMS) plan. Parents are contacted in a timely manner through a mass notification system to inform them of any important safety announcements. Our site also utilizes Share911, a web-based program which enables all district and site staff to communicate and coordinate with each other during emergency situations.

Every effort is made to ensure students are monitored while on campus throughout the school day. The campus is locked and secure during school hours. All visitors must sign in at the office, receive proper authorization to be on campus, and must display their passes at all times. Peyton School ensures that our playgrounds are safe for all students. We have two full time Campus Safety Assistants and six part time noon duty supervisors, as well as two full time and one part time administrator, to provide supervision before school, at recesses, and after school. Teachers also provide additional supervision during recesses and after school dismissal.

Peyton School has a strong Positive Behavior Intervention System (PBIS) in place to support student knowledge of the expectations of every area in the school. Student behavior is reinforced by a consistent incentive plan, as well as consequences when needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	11.3	3.3	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

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*	861.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	8	8		17	5	10		20	2	10	
1	28		9		16	6	7		17	3	8	
2	18	4	4		21	2	6		19	3	8	
3	25	2	8		19	3	6		20	3	6	
4	30		3		20	3	6		27	1	6	
5	32		2	1	20	3	6		20	3	5	
6	23	5	5	5	15	13	6	1	24	2	6	
Other**	13	2			11	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	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	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

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

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

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	\$7,700	\$1,815	\$5,885	\$72,086
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-16.3	-1.1
School Site/ State	-31.0	-11.4

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.