



# Las Positas Elementary School

1400 South Schoolwood Dr. • La Habra, CA 90631 • (562) 690-2356 • Grades K-5

Sharon Hensley, Principal

shensley@lahabraschools.org

<http://www.lahabraschools.org/laspositas/>

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



### La Habra City Elementary School District

500 North Walnut St.  
La Habra, CA 90631  
(562) 690-2305  
[www.lahabraschools.org](http://www.lahabraschools.org)

#### District Governing Board

Sandi Baltes, President

John Dobson, Clerk/Vice-President

Cynthia Aguirre, Member

Ida MacMurray, Member

Adam Rogers, Member

#### District Administration

Dr. Joanne Culverhouse  
**Superintendent**

Dr. Teresa Egan  
**Associate Superintendent of  
Human Resources**

Dr. Sheryl Tecker  
**Assistant Superintendent of  
Educational Services**

Dr. Cammie Nguyen  
**Administrative Director, Special  
Education and Student Services**

Dr. Mario A. Carlos  
**Director of Communications and  
Special Programs**

### School Description

Welcome to Las Positas Elementary School, a California Distinguished School. Las Positas provides a safe, caring, relevant and rigorous learning environment for every child, every day. We challenge all students to achieve to their highest potential and become proficient in each area of the Common Core State Standards. At Las Positas, we work very hard to improve our students' academic growth in all areas of the curriculum by utilizing the 4-C's of 21st century learning: communication, collaboration, critical thinking and creativity through project based learning. Our Mission Statement is: To develop inquiring, knowledgeable, and caring students who become active, compassionate, life-long learners and globally responsible citizens. Las Positas is a TK-5th grade school infusing the International Baccalaureate Learner Profile attributes and the IB Primary Years Programme of Inquiry, as we are an IB PYP Candidate School. Las Positas now focuses on the six transdisciplinary IB PYP themes, weaving them throughout our curriculum, following the IB framework and philosophy. All students participate weekly in IB Spanish, IB Personal Social Physical Education and IB Art. Our school is focusing on the IB Learner Profile attributes, taught worldwide to all IB students. Our students are becoming caring, balanced, communicative, open-minded, inquiring, knowledgeable, principled, courageous learners. Our students are taking action, becoming global learners, and becoming global minded citizens.

As well as our IB PYP implementation as a candidate school, we are focusing on reading comprehension and writing schoolwide. To motivate all of our students to read, including English Learners, core learners, and gifted students, we use our Wonders reading series as well as several reading incentive programs. Our Bridges math curriculum is implemented schoolwide with success. Our school theme this year is "Passport to the World". Students are recognized monthly for their leadership and IB Learner Profile attributes during our "Lion of the Month" assemblies. Our school Student Ambassadors are involved in planning spirit days/weeks, Dot Day, Veterans Day Assembly, Red Ribbon Week, school beautification days, and running the student store, along with many additional opportunities to learn, design, and show leadership. Our goal is to offer many opportunities for all students to be leaders and display leadership qualities.

We utilize Positive Behavior Interventions and Supports (PBIS) to guide our students in the IB PYP Learner Profile attributes, celebrating success along the way. The ASES after school program, run by the Boys and Girls Club of La Habra, assists students with homework, exercise, and artistic endeavors. Kidzone is now offered at Las Positas for before and after school care, partnering with our school for the success of all children enrolled in the program. Las Positas Academy offers several opportunities for student learning after school including: Spanish, Robotics, Dance, Drama, Enrichment, Recorders, and tutoring.

During the 2018-2019 school year we were able to celebrate many student accomplishments. Students who met their Accelerated Reader goals were invited to participate in a variety of special events. Students attended a movie presentation, a dance assembly where they learned many different types of dances, outdoor game day, and a picnic in the park. We also had students in each class demonstrate leadership skills by implementing environmental projects, such as recycling paper, plastic and cans. Student Ambassadors have planted and maintained a butterfly garden, began a tutoring club, written a monthly newspaper, and implemented many other student driven projects.

Our Las Positas PTA assists our students and staff with funding for field trips, classroom expenditures, running our annual Scholastic Book Fair, Red Ribbon Week, Color Run, Trunks and Treats, just to name a few. We have a great team and community supporting our students in their learning and for their 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	101
Grade 1	59
Grade 2	84
Grade 3	82
Grade 4	86
Grade 5	99
Total Enrollment	511

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	1.4
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.2
White	10.8
Two or More Races	1.8
Socioeconomically Disadvantaged	74.6
English Learners	27.6
Students with Disabilities	14.5
Foster Youth	0.8
Homeless	0.6

## 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 Las Positas Elementary	17-18	18-19	19-20
With Full Credential	18	21.4	26.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Habra City	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 Las Positas 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)**

On October 10, 2019, the La Habra City School District's Governing Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board approved Resolution #12-2018 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in English/language arts, math, science, and history-social science.

All textbook and support materials are selected from the state's list of approved materials and adopted by the State Board of Education. Materials approved for use are reviewed and a recommendation is made to the Governing Board by a selection committee composed of teachers, administrators, and parents. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currency and availability of the textbooks and other instructional materials used at the school as of August 2019.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October, 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw-Hill Wonders, Imagine Learning, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	The Math Learning Center, Bridges in Mathematics, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	Pearson Scott Foresman, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	McMillan/McGraw Hill, 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)**

The school facilities at Las Positas are in good repair. Our custodial and district maintenance staff see to it that repairs are made as needed. Classrooms, bathrooms, kitchen and staff rooms are cleaned, trash is disposed of and needed supplies are always stocked and ready for use. The district grounds crew keeps our lawns and plants in excellent condition. The most recent facility inspection was done on September 4, 2019. It was noted there is some dry rot on our amphitheater wood benches.

**School Facility Good Repair Status (Most Recent Year)**

**Year and month in which data were collected: September, 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	Some rotted wood noted in amphitheater benches. Damage is slight and does not pose a danger to students.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	37	48	36	40	50	50
Math	36	50	28	31	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	18.4	29.6	20.4

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.

### Types of Services Funded

Las Positas is a Title I school and receives money from the federal government to help us improve our low-income students' skills. These funds pay for three classroom aides who support students in our Wonders reading program, purchases books and materials needed to make our various programs effective, and translations for school to home communication. Las Positas also receives Local Control Supplemental and Concentration funds which support our after school Las Positas Academy program and summer academy for students who are not meeting grade level standards.

The PTA works very hard on our behalf to provide funds to offset the cost of field trips, field trip transportation, and school assemblies through their annual sales fundraiser(s). Our Student Ambassadors also raise funds through Student Store sales, Box Tops for Education collection, and other student-led activities.

We also receive funds from numerous grants; The Nutrition Network and CEEP. These grants provide Las Positas students with enrichment activities, such as field trips, assemblies as a supplement to their educational requirements.

### 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 - 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	259	257	99.23	47.86
Male	138	136	98.55	44.12
Female	121	121	100.00	52.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	209	99.52	43.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	28	96.55	75.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	205	203	99.02	43.35
English Learners	116	114	98.28	36.84
Students with Disabilities	37	37	100.00	27.03
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.

**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**

One of our most important goals at Las Positas is to establish and maintain a safe, healthy, and positive school environment. To ensure student safety, our staff constantly monitors the school grounds 20 minutes before and 20 minutes after school, as well as at all recesses and lunch time. Students and staff regularly review good safety practices and rules for responsible behavior in classes and on the playground. Our campus is closed and we require all visitors to report to the school office to obtain a visitor's pass.

Our School Safety Plan is revised and shared with staff annually. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, and location of emergency supplies. A copy of this plan is kept in the office for parent review. The 2019-2020 School Safety Plan was approved by our School Site Council on October 23, 2019.

Fire, earthquake, and/or intruder-on-campus drills are practiced monthly. We pride ourselves on the fact that on our yearly parent questionnaire, students and parents overwhelmingly respond that they feel Las Positas is a safe place for children.

**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	259	259	100.00	49.81
Male	138	138	100.00	50.00
Female	121	121	100.00	49.59
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	210	100.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.00	82.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	205	205	100.00	43.41
English Learners	116	116	100.00	40.52
Students with Disabilities	37	37	100.00	35.14
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)

Parents are always encouraged to be a part of our Las Positas family. We appreciate family participation in our Parent Teacher Association (PTA), which helps us with fundraising, room parent assistance, numerous school activities and field trips. Our School Site Council (SSC) helps to make financial decisions regarding the expenditures of federal and state funds. We hold bimonthly IB Parent Information meetings to have our parents as partners in our IB PYP journey to authorization. Our English Language Advisory Council (ELAC) helps shape programs for our English Learners. We hold monthly "Coffee, Tea, and PYP" meetings with the principal to keep parents abreast of school activities and programs and to address topics of general interest. We invite parents to join us on Back-to-School Night and our yearly Open House, as well as many assemblies throughout the year. We truly appreciate parent chaperones who help with our field trips and parent classroom volunteers. Please call the school to find out how you can become involved, or call Erin Sevilla, our PTA president, at (562) 690-2356.

We encourage ALL parents to become involved in their children's education by attending parent nights, Back to School Night, Open House, parent teacher conferences, awards assemblies, and fundraisers. Please check our web site monthly calendar and your child's Wednesday take-home folder to find the latest information on school events.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	0.4	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.1	1.7	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)	1.0
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									21	1	4	
1									28		2	
2									26		3	
3	29		5		26		5		25		3	
4	30		5		33		1	3	27		3	
5	23	2	5		27	1	6		32		2	1
Other**	7	1			4	1			10	2		

\*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	4	4	4

Las Positas teachers attend staff development throughout the year to review student data, test results and to explore new ideas for improving classroom instruction. Students are released one hour early each Wednesday to provide teachers time to meet in Professional Learning Communities (PLC) to collaborate on student achievement data, review student work, and discuss and share instructional strategies. Our designated full time MTSS (Multi-Tiered System of Support) TOSA (Teacher on Special Assignment) and our IB PYP (International Baccalaureate Primary Years Programme) Coordinator support teachers throughout the year as they implement new instructional strategies, review data, create/refine/reflect on IB units of study, and program of inquiry. Most teachers have attended an IB PYP training and all certificated staff will attend training by January 2020. Our district technology coach supports teachers implementing technology as an instructional tool, educational tool and communication tool.

Due to our district PE teachers, our classroom teachers have an additional 40-60 minutes per week to collaborate with each other and discuss lesson design, student work and/or student needs.

Staff development is devoted to aligning our curriculum to the Common Core Standards, IB Standards and Practices, analysis of assessment results, and training in improved instructional strategies. Through our partnership with InnovateEd, our Site Leadership Team has embraced developing a schoolwide instructional focus and has modeled strategies for staff during professional development and utilized the coplan/coteach method. During our Leadership Institutes, teachers and the principal look at data and review the most pressing issues of the previous year to choose specific topics for staff development during the upcoming year. We then develop a professional development cycle in which teachers learn, research, practice, and reflect on the specific strategies that they have found to be most effective. During the 2019-2020 school year, professional development is focused on the implementation and success of i-Ready and on MTSS protocols/strategies, developing our MTSS plan, writing across the curriculum and our IB PYP framework.

Teachers use specific ELD (English Language Development) strategies to help bridge the gap between native English speakers and English learners. The efficacy of this teaching is tested on the yearly ELPAC exam. The ELD standards, test data analysis, differentiated instruction, Wonders EL curriculum, Step Up to Writing, Thinking Maps, and GLAD strategies, as well as scaffold instruction for all students are implemented to support learning. Teachers participate in Targeted Leadership Institutes to review research-based practices, and we hold classroom walkthroughs to observe practices in action.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,980	\$49,378
Mid-Range Teacher Salary	\$82,563	\$77,190
Highest Teacher Salary	\$109,041	\$96,607
Average Principal Salary (ES)	\$136,256	\$122,074
Average Principal Salary (MS)	\$136,512	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$238,772	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	7%	6%

\* 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/).

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11347	3202	8145	97825
District	N/A	N/A	8200	\$91,713.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.7	7.6
School Site/ State	-34.6	25.1

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.