



John A. Otis Elementary School

621 E. 18th Street • National City, CA 91950 • 619-336-8800 • Grades K-6

Dr. Leticia Segura, Principal

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www.nsd.us

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



National School District

1500 N Ave.

National City, CA 91950

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District Governing Board

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Assistant Superintendent

Educational Services

Christopher Carson

Assistant Superintendent

Business Services

Dr. Leticia Hernandez

Assistant Superintendent

Human Resources

School Description

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with parents and community members to create an ideal environment for all students. We provide a solid foundation for all of the students in reading, mathematics, problem-solving, and writing. The achievement of every student is a priority.

At John A. Otis School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

John A. Otis Mission Statement

The mission of the staff, students, parents, and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value. John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.

Message from Principal, Leticia Segura

Dear Families,

My name is Leticia Segura and it is an honor to serve as the School Principal at John A. Otis Elementary school. Our mission is to serve students while providing an exemplary, world-class education focused on Common Core State Standards in a safe and nurturing environment. At John Otis, we have excellent teachers, and support staff who are committed to developing exceptionally prepared learners filled with compassion and innovation. Working together as a team, we will do "Whatever it Takes" to ensure the academic and social and emotional success of our students.

We continue to establish a safe campus by implementing Positive Behavior Interventions and Restorative Practices to strengthen relationships. Our staff and students know the importance of being Respectful, On task, Always safe, and Responsible, the Tiger ROAR way! John Otis just received Silver recognition for the CA PBIS Coalition, for all our efforts.

Family engagement and parent empowerment are critical to the success of our students. We encourage you to join the PTA, volunteer, and visit as you are always welcome! Looking forward to working with you and your child this year. Go Tigers!

Dr. Leticia Segura, Principal

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	87
Grade 1	67
Grade 2	67
Grade 3	62
Grade 4	64
Grade 5	54
Grade 6	65
Total Enrollment	466

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
Asian	1.7
Filipino	5.8
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.6
White	2.4
Two or More Races	0.2
Socioeconomically Disadvantaged	84.3
English Learners	59.7
Students with Disabilities	8.6
Homeless	10.1

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 John A. Otis	17-18	18-19	19-20
With Full Credential	19	19	19
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 John A. Otis 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	<p>Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Houghton-Mifflin-Harcourt California GO MATH! 2015/2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>H. M. Harcourt Reflections 2007/2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>English Language Development E. L. Achieve - Systematic ELD 2014/2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

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

2006—Refurbished stage

2006—New lighting for the parking facility

2015/2016 —Modernization construction project was funded by the local bond funds (Measure N). The project included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher speeds and greater network bandwidth.

2018—We replaced a number of exterior walls on our modular buildings. In addition, the exterior of all campus buildings was painted. The soccer field was reconditioned.

2019—New roof and skylights were added to the main building. A new roof was added to Room 13. A new garden and playground equipment were added. New carpets were added to rooms 8, 13, and hallway in the main building. The artificial turf was reconditioned (new padding and borders added).

Ongoing—The school is highly maintained with new paint, plants, flowers, and, grass.

John A. Otis has 19 regular classrooms, a room for our Resource Specialist Program, a room for our literacy support personnel, (16 are portable buildings), offices for support personnel (speech and language specialist, psychologist, language arts specialist, counselor, and enrichment teachers), a parent center, and a library .

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 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 a cleaning schedule 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: 8/7/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Principal's Office - Floor needs repairs due to termite damage. Action Taken - Work order requested for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Staff Restroom - flooring needs to be repaired and replaced. Action Taken - Work order requested for repairs.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground - Asphalt is in need of repairs in several areas. Action Taken - Work order requested for repairs.
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	47	46	43	43	50	50
Math	33	41	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	10.7	10.7	10.7

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	246	242	98.37	45.87
Male	120	118	98.33	38.98
Female	126	124	98.41	52.42
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.00	76.92
Hispanic or Latino	205	202	98.54	42.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	218	98.64	44.95
English Learners	168	164	97.62	42.68
Students with Disabilities	28	28	100.00	10.71
Homeless	23	22	95.65	4.35

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	246	242	98.37	40.50
Male	120	117	97.50	42.74
Female	126	125	99.21	38.40
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.00	76.92
Hispanic or Latino	205	202	98.54	37.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	218	98.64	38.99
English Learners	168	164	97.62	38.41
Students with Disabilities	28	27	96.43	11.11
Homeless	23	22	95.65	4.35

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: Araceli Welch

Phone Number: (619) 336-8800

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee.

Our John Otis website (nsd.us) provides a weekly update to our school community about school events and information. Information is updated daily on our John Otis marquee. All families receive a weekly phone call reviewing the week's announcements. In addition, parents receive a monthly School Newsletter, and communication via Peachjar. Coffee with the Principal meetings are held monthly and focus on providing parents with training on safety, PBIS, school-wide expectations, healthy eating, and Common Core State Standards.

Home/School Partnerships are also strengthened via:

PTA/Family Events (Fall & Spring Festival, Movie Night, Bingo Book Night)

Volunteer Luncheon

Safe Routes to School Program

Student Recognition Assemblies

Student Council Spirit Days

Access to technology at home (iReady Online-Reading and Math, Prodigy, and Raz Kids)

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 School Safety Plan was last updated: September 2019

Date the plan was last reviewed with the staff and parents: October & 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. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed regularly (Staff meetings, Weekly Bulletin). 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	0.0	1.5
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*	932.0

* 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	
Social Worker	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

* 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.

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	3	1		22	1	3		22	1	3	
1	19	3			22	1	2		22	1	2	
2	19	2	1		20	2	1		22		3	
3	23		3		23		3		21	1	2	
4	33			2	30		2		32		1	1
5	32		1	1	32		2		27		2	
6	32		2		33		1	1	33		1	1
Other**												

*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 2018-19 school year, all teachers at John A. Otis 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 an 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 groups, grade-level teams, and 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.

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 \$74,632

LCAP Supplemental and Concentration Funds \$167,464

Total: \$242,096

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	\$5,347	\$491	\$4,856	\$68,564
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	6.2	0.1
School Site/ State	-14.5	-8.7

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.