James Dougherty Elementary School

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

School Description

James Dougherty Elementary is located in the center of the tri-valley corridor of the East Bay. The school is positioned in the middle of a residential community, and only a few blocks from the entertainment center of the City of Dublin. The community that we serve is highly educated, values excellent schools, and hold high expectations for their children.

At the core of our mission is the belief that we are here to serve every student. James Dougherty Elementary realizes this by being committed to differentiating instruction to ensure that every student will achieve and work to their greatest potential. As a professional learning community, we use grade level and cross grade level collaboration and staff meetings to develop strategies to reach every student and make instruction not just rigorous but also engaging. It is this work that earned James Dougherty the California Distinguished School status in the spring of 2012, National Blue Ribbon status in the fall of 2015, and California Gold Ribbon in the spring of 2016 . At Dougherty we are also strong advocates for the social and emotional well-being of all students and celebrating the rich diversity of our community. Through our Dublin Integrity in Action character education program, we promote core character values. These values are highlighted throughout the school year through monthly awards given to students who exhibit strong traits of character development.

The essence and strength of Dougherty is in its community. We have an involved Parent Faculty Club (PFC) that raises money to support programs and provide teachers with materials to enhance instruction. Dougherty also works with the City of Dublin to promote student activities like Walk and Roll to School, St. Patrick's Day Parade or the city's Tree Lighting Ceremony. This support, coupled with the number of parent volunteers that help in our classrooms make Dougherty truly a community cornerstone.

James Dougherty's high performance and overall success is directly linked to the fact that our fundamental purpose is providing education and enrichment for each and every student. It is the efforts of our dedicated staff to serve every student in every classroom, along with our community's support. This is what makes James Dougherty a true distinguished school.

School Vision

Dougherty Elementary School provides a safe, positive learning environment that develops self-motivated, independent, and enthusiastic learners who strive toward academic excellence, social responsibility, and personal growth. The goal of the faculty, staff, and parents is to provide a program designed to meet the academic, social, emotional, and physical needs of each of our students.

Mission Statements

At Dougherty Elementary, we believe an exemplary and equitable educational program is the collaborative result of students, staff, parents and the community working together to develop ethical citizens and life long learners. We move forward with this focus by:

1. All students are provided with and acquire the knowledge needed to meet Common Core standards and the opportunity to thrive. Students are guided through a well-planned comprehensive core curriculum.
2. All students are routinely assessed formally and informally to check for understanding and proficiency on Common Core standards. Students are expected to model, synthesize, and apply information into concrete or collaborative project-based learning.
3. All students in need of academic support are provided modifications as well as intervention services such as push-in programs, pull-out programs, on-line curriculum, on-line resources, Response to Intervention blocks and after school programs.
4. All students demonstrating mastery in core curriculum areas are provided curriculum with greater depth and complexity.
5. All students receive strategies that foster a safe environment in which staff and students respect the uniqueness of individuals and their differences.

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	211
Grade 1	140
Grade 2	139
Grade 3	135
Grade 4	130
Grade 5	135
Total Enrollment	890

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.1
Asian	70.8
Filipino	4.6
Hispanic or Latino	6.1
White	11.1
Two or More Races	5.7
Socioeconomically Disadvantaged	3.5
English Learners	15.4
Students with Disabilities	5.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for James Dougherty	17-18	18-19	19-20
With Full Credential	45	40	44
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at James Dougherty Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	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.

Types of Services Funded

General Fund and Parent Faculty Club raises money for classrooms supplies and materials, field trips, library books, school beautification projects, and Art in Action through numerous fundraising events.

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

In the area of English Language Arts, Starfall was adopted for all Kindergarten students in 2016. Benchmark Advanced was adopted in 2018. The district adopted mathematics program is Scott Foresman's EnVision Math, which was adopted in 2015.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Starfall (Kindergarten) Adopted 2016 Benchmark Advanced Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Scott Foresman Envision Math Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Harcourt California Science Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 **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)

Dougherty Elementary School opened in fall 2000. Our campus includes 35 classrooms, a beautiful gymnasium, and a centrally located library/media center that contains a collection of more than 8,500 books, four computer research stations, an expansive seating area, and a separate storytelling room. Additionally, our campus houses three playgrounds and extensive fields, which provide students with the space and equipment to play and develop athletic skills.

We have two full-time custodians who work a split day shift and also have a district night cleaning crew who help to keep our facilities clean. Each classroom is cleaned every other day, with the restrooms cleaned daily. District maintenance regularly maintains the school facility and landscaping.

A new outdoor shade structure was built outside of the multipurpose room to accommodate outdoor lunches. A second shade structure was built on our primary yard for K-2 usage.

In the summer of 2009, the District installed skateboard deterrents on the steps and low walls around the campus.

Dougherty's outstanding library collection is continually growing. We update the collection each year after doing a collection analysis and aligning our needs with the state and school library standards.

Dougherty's catalog has been updated to the Follett/Destiny System, which can be accessed from home through the school's website. They library/media technician works five hours a day, reading stories and circulating books to each class on a weekly basis. The library is open daily from 8:30 a.m. to 2:00 p.m.

Each week classroom teachers have the ability to take their students into our Science room. The Science lab is equipped with a a variety of science material and is designed for hands on labs. Additionally, our PFC funds a program entitled Art in Action. Art in Action is a program that is driven by our parent volunteers. This program takes place 6 times a year in our Art in Action room, which is stocked with art supplies. Students use multimedia to show evidence of learning. They use the internet for research and web-based programs and resources to enhance the curriculum. Teachers have access to 20 laptop computers for classroom use. All first through third grade classrooms have Chromebooks with a two to one ratio for student use. All classroom computers have programs to support students in reading, comprehension skills, and math. Teachers use computers to correspond with colleagues and parents via email and to access the internet. Many use computers for record keeping. All DK, and first through fifth grade classrooms have Smartboards and document cameras. Our new kindergarten classrooms have touch televisions that allow for students and teachers to use interactively.

The District participates in the State School Deferred Maintenance Program, which 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 summer of 2014 an addition of five portables were added to the campus to accommodate the increase of student population at Dougherty. All rooms were equipped with the district standard technology.

It was board approved in November of 2015 to begin the construction of the Developmental Kindergarten/ Kindergarten complex. Construction began in the summer of 2016 and was completed in the summer of 2017. The new facility was opened to students in August of 2017.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Unisex rest room: Exhaust fan is not working.
Interior: Interior Surfaces	Fair	Admin, Office, Staff Lounge, Speech, Resource, 130, Stage, 18, 4, Music: Ceiling tiles have water stains. Counselor, Resource, ELD, 17, 11, EDCC, P2: Ceiling tile is broken. 13, 14, 15, 22, EDCC: Ceiling tile has a hole or holes. Custodial: Water damage to wall (mildew present). 19: Ceiling tiles are loose. Girl's rest room: Window trim is missing. Linoleum flooring is cracked at entry. Boy's rest room: Staff divider is rusted. Hole in floor creates a tripping hazard. P3, 21, 27: Ceiling tiles are torn. 26: Ceiling tile is loose. P1: Ceiling tiles are loose. Ceiling tile is torn. Wall paper is torn. 7: Formica trim is missing on counter top. DK3: Rubber molding is loose (rest room)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	25, P4, 22, 23, 24, 3, DK2, DK1, K5, K6: Unsecured items are stored too high. 22: Room is cluttered. Boy's rest room: Flooring cove base is dirty.
Electrical: Electrical	Poor	Staff Lounge, Workroom, P1, 8, Stage: Multiple lights are out. Library: Six can lights are out. Story Telling: Three can lights are out. Girls & Boys Rest Room: Can light is out at entry. 17: Two light panels are out. 13: Multiple lights are out. 14, P3, P5, 2, 22: One panel light is out. 9: One light switch is loose.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	18: Exterior drinking fountain has a low flow. Girls Rest Room: Exterior drinking fountain has a constant leak. One faucet has a low flow.
Safety: Fire Safety, Hazardous Materials	Poor	Admin, Library, MPR, Kitchen, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, P1, P2, P3, P4, P5, P6, DK1, DK2, DK3, K2, K3, K4, K6: Fire extinguisher tags are outdated (December 15, 2018). Psych: Fire extinguisher tags are outdated (August 3, 2017). 18: Fire extinguisher tags are outdated (September 7, 2017). 130, Stage: Fire sprinkler escutcheon is missing. MPR: Fire extinguisher case is broken. Girls Rest Room: Paint is peeling on the wall.
Structural: Structural Damage, Roofs	Good	Admin: Hole in gutter (staff entrance) 21, 25: Floor is sloping. 24: Dry rot on ramp.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	23: Trip hazard at asphalt/cement seam. Storage 105: Door closer is broken.
Overall Rating	**Fair**	

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	85	89	78	78	50	50
Math	84	82	74	73	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	25.8	31.1	20.5

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	395	386	97.72	88.60
Male	206	203	98.54	86.70
Female	189	183	96.83	90.71
Black or African American	--	--	--	--
Asian	272	264	97.06	92.05
Filipino	17	17	100.00	82.35
Hispanic or Latino	24	24	100.00	75.00
White	51	50	98.04	86.00
Two or More Races	25	25	100.00	76.00
Socioeconomically Disadvantaged	15	15	100.00	26.67
English Learners	103	97	94.17	84.54
Students with Disabilities	20	20	100.00	40.00

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	395	388	98.23	82.47
Male	206	203	98.54	84.73
Female	189	185	97.88	80.00
Black or African American	--	--	--	--
Asian	272	267	98.16	88.76
Filipino	17	17	100.00	76.47
Hispanic or Latino	24	23	95.83	56.52
White	51	50	98.04	70.00
Two or More Races	25	25	100.00	72.00
Socioeconomically Disadvantaged	15	14	93.33	35.71
English Learners	103	101	98.06	81.19
Students with Disabilities	20	19	95.00	21.05

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)
At James Dougherty Elementary School, certificated and classified staff, students, and parents collaborate for success. Parent volunteers have dedicated many hours to numerous activities that support the curriculum and student success. At Dougherty, we have many ways for parents to participate in the life of our school and we are proud of the collaborative partnership that help keep our programs running smoothly.

Teachers encourage parents to volunteer in their classrooms. Such volunteering opportunities can be ongoing, as many parents volunteer in the classroom on a weekly basis. Each classroom on the James Dougherty campus has a room parent. Room parent duties include organizing parent volunteers to help with special projects in the classroom and chaperoning on field trips.

Additionally, parents work in conjunction with school staff on our School Site Council. This body works with the principal and staff personnel to develop the school site plan, which is directly tied to the financial decisions that support programs at the school site.

Parents of our English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Members of our English Language Community serves as participants at our ELAC meetings, which are held at the school site and coordinated by our site ELD Specialist. This forum is a perfect place for the parents of our Language Learners to provide input in the goals outlined in the School Plan for Student Achievement.

Lastly, our Parent Faculty Club (PFC) works collaboratively with the school site to support enrichment efforts within the school. The parent group raises significant capital through fund-raising events to support both student and school programs, as well as to support community building efforts through sponsoring such events that include Art in Action, the Halloween Boogie, movies night and Pancakes with Parents.

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
Dougherty is a closed campus that is enclosed with fencing. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay. We screen all volunteers through the CA Department of Justice Megan's Law. The staff, including our Campus Supervisor, monitors the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. At the start of each school year, the school administration holds grade level span assemblies in which the school expectations and playground rules are discussed and communicated with the student body. Further, teachers regularly review with their classes the rules for safe and responsible behavior in school and on the playground.

We annually update and revise our school safety plan, which is based on the Safety Emergency Management System. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share and monitor the plan with all staff during school wide staff meetings. We remind parents about safety procedures in monthly newsletters, as well as on the school's Web site. Parents, along with school personnel comprise the site Safety committee. Members of this group additionally attend district wide safety meetings with representatives from all of the school sites within the district. Students participate in monthly drills which include fire, earthquake, intruder on campus and shelter in place drills to practice safety responses.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
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*	1780.0

* 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	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.1

* 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	25		7		23		11		23		9	
1	25		5		23		6		23		6	
2	24		6		28		5		27		5	
3	25		6		23		6		26		5	
4	28		5		26		6		25		5	
5	28		6		26		5		27		5	
Other**									9	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	2	2	2

It is the goal of the district is to have every employee, certificated and classified support staff to receive professional development through district wide Professional Development Days, as well as in site Staff Meetings. The site focus for professional development is centered around the new English Language Arts curriculum Benchmark Advance and centers on the idea of small group instruction, as well as Tier 1 and Tier 2 interventions.

Major staff development occurs three times throughout the school year. Such days are developed and facilitated at the district level. District Staff Development Days have focused on:
- Benchmark Advance
- Dyslexia and students with reading difficulties and deficits

Many teachers attend seminars and/or conferences to advance their teaching skills in the areas of English Language Arts and/or Math instruction in the classroom.

Monday and Tuesday are early release days. During these two- 45-minute blocks we use the PLC process to focus on grade-level planning and data review.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$62,065	$51,374
Mid-Range Teacher Salary	$89,732	$80,151
Highest Teacher Salary	$106,480	$100,143
Average Principal Salary (ES)	$139,700	$126,896
Average Principal Salary (MS)	$141,863	$133,668
Average Principal Salary (HS)	$154,046	$143,746
Superintendent Salary	$290,700	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	$5,899	$138	$5,761	$85,756
District	N/A	N/A	$6,923	$85,965.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.3	0.7
School Site/ State	-30.1	3.4

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.