

Frederiksen

7243 Tamarack Drive • Dublin, CA 94568 • (925) 828-1037 • Grades K-5

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<http://www.dublin.k12.ca.us/Domain/235>

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



**DUBLIN
UNIFIED**



School District

Dublin Unified School District

7471 Larkdale Avenue

Dublin, CA 94568

(925) 828-2551

www.dublinusd.org

District Governing Board

Dan Cherrier

President

Megan Rouse

Vice-Principal

Amy Miller

Trustee

Gabrielle Blackman

Trustee

Catherine Kuo

Trustee

Tinni Mukherjee

Student Representative

Sowri Athi

Student Representative

District Administration

Dr. Dave Marken

Superintendent

Joe Sorrera

Assistant Superintendent

Business Services

Matt Campbell

Assistant Superintendent

Educational Services

Mark McCoy

Assistant Superintendent

Human Resources

School Description

Frederiksen Elementary was established in 1966 and is located on the west side of Dublin, CA. Our Title I school is home to 756 students from diverse backgrounds including our local military base, Camp Parks. Our site has 30 self contained classrooms ranging from Kindergarten through fifth grade. We are proud to have over 32 languages spoken at our school and to showcase the rich cultural diversity that is part of our school community. Our English Learner Advisory Committee, our School Site Council, and our Parent Faculty Club make valued contributions to the progress at Frederiksen each year. Our state CAASPP tests scores from the Spring of 2019 showed that our students continue to score above the statewide average in both English Language Arts and Math.

Our mission is to build for the future together, by laying the foundation for life-long learning, pride in character, and a lasting commitment to the community. If you were to walk into a classroom at our site, you would see and hear social contracts being reinforced among students. Teachers are making connections to real-world applications and posing questions to deepen student thinking. Students are being asked to analyze, synthesize, and evaluate both academic content and learning processes. We believe strongly in developing the whole child to build the skills necessary to succeed both as a student and as a future citizen in the global economy.

Types of Services Funded

Our federal Title I funds are used to fund a portion of one full-time Intervention Specialist. We use a scheduled banded service time five days/week to support teachers in directly working with students who are not meeting grade-level standards in kindergarten through fifth grade. Both a pull-out program and a push-in program are utilized to work with students identified through an on-going data collection process. Our Response to Intervention Team meets regularly to coordinate our efforts in serving students and ensuring academic progress is being monitored. In addition to analyzing data, our continual communication and collaboration with classroom teachers is key to helping meet the needs of our students and for evaluating programs and instructional practices related to our Title I funding source.

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.

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	134
Grade 1	124
Grade 2	130
Grade 3	137
Grade 4	122
Grade 5	153
Total Enrollment	800

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.1
Asian	27.4
Filipino	4.8
Hispanic or Latino	20.8
Native Hawaiian or Pacific Islander	0.6
White	30
Two or More Races	10.4
Socioeconomically Disadvantaged	18.9
English Learners	11.8
Students with Disabilities	8.8
Foster Youth	0.1
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Frederiksen	17-18	18-19	19-20
With Full Credential	41	35	38
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 Frederiksen

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

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 tests 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.

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	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)

Frederiksen's last modernization projects were completed in 2010. The 2008 modernization added five classrooms; a new roof; technology; and the redesign of our portable classrooms, courtyard, and playgrounds. In 2009, new windows, doors, landscaping, lighting, paint and redesigned parking areas were added. All 32 classrooms have heating and air-conditioning systems, carpet, windows, and paint. In 2010, our student and adult restrooms were remodeled, along with the front entrance to our school. These final changes ended the first phase of our master plan, which includes additional changes if funding becomes available in the future. Two playgrounds and an extensive field provide students with the space and equipment to play and develop athletic skills. We are thankful for these projects, because they are helping us look "as great on the outside as we are on the inside." We have one full-time and one part-time day custodian and an evening custodial team who clean all classrooms and all restrooms each day. District maintenance regularly maintains landscaping.

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.

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	
Interior: Interior Surfaces	Poor	Office, Electrical/Storage, 4, K5: Ceiling tile has a water stain. Office, Mailroom, P4, P5, P7: Ceiling tile has a hole(s). Electrical/Storage: Ceiling tiles are broken. Library, Boys Rest Room: Ceiling tile is loose. 5: Formica trim is chipping on countertop. 9: Floor tiles are broken (hallway). Rubber trim is missing at tile/carpet seam Boys Rest Room: Floor tiles are broken at entry. Custodial: Rubber molding is torn (hallway). 20: Formica is peeling on cabinet door. Unisex Bathroom: Linoleum flooring is cracking. Kitchen: Floor tiles are broken. P2A: Carpet is torn. P4: Rubber molding is loose.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Electrical/Storage, Workroom, Storage, 28: Room is cluttered. 10, 27, 28, P2A, K4: Unsecured items stored too high. Girl's rest room: Flooring is dirty.
Electrical: Electrical	Poor	MPR, Boys Rest Room, Storage, Library, Lounge, P2B, R2, 1, 2, 4, 5, 6, 7, 13, 14, 17, 18, 20: Light panels are out. Library, 7, K2, K4, K5: Multiple bulbs are out. Boys Rest Room: Light diffuser is broken. 6, 16: Switch plate is broken. Workroom: Ten light panels are out. Piece of electrical conduit missing exposing wires. 14: Electrical conduit end cap is missing. Unisex Bathroom: One of two lights is out (pink). Kitchen: One light bulb is missing in rest room. K1: Access to electrical is blocked.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	2: Sink cap is missing. 7: Faucet has a low flow. Girls Rest Room: Drinking fountain has a constant leak (hallway). 16: Faucet has a drip. 11: One faucet and drinking fountain have no flow. 21: Faucet leaks at handle.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	Admin, Lounge, Storage, Kitchen, Library, 1, 2, 4, 10, 11, 13, 14, 15, 16, 17, 20, 21, R1, P1, P2A, P2B, P3, P4, P5, P6, K1, K2, K3, K4, K5: Fire extinguisher tag is outdated 4, R1, R2, 14, 15, 17: Evacuation map not posted. Boy's rest room, 11: Paint is peeling on the door. Library, Unisex Bathroom, 12: Plug in air freshener. 4: Access to fire extinguisher is blocked.
Structural: Structural Damage, Roofs	Good	16: Large crack and water damage/dry rot on wall below window (hallway).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P3, P5: One exterior back pack hook 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	59	60	78	78	50	50
Math	58	54	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	24.8	32.9	14.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	401	393	98.00	59.80
Male	212	205	96.70	50.24
Female	189	188	99.47	70.21
Black or African American	22	22	100.00	45.45
American Indian or Alaska Native	--	--	--	--
Asian	96	95	98.96	70.53
Filipino	19	19	100.00	78.95
Hispanic or Latino	102	101	99.02	54.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	102	96.23	55.88
Two or More Races	52	50	96.15	56.00
Socioeconomically Disadvantaged	89	88	98.88	34.09
English Learners	83	82	98.80	52.44
Students with Disabilities	49	46	93.88	17.39
Foster Youth	--	--	--	--

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

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

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

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	401	394	98.25	54.06
Male	212	206	97.17	50.49
Female	189	188	99.47	57.98
Black or African American	22	22	100.00	27.27
American Indian or Alaska Native	--	--	--	--
Asian	96	96	100.00	69.79
Filipino	19	19	100.00	73.68
Hispanic or Latino	102	101	99.02	41.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	106	102	96.23	54.90
Two or More Races	52	50	96.15	52.00
Socioeconomically Disadvantaged	89	88	98.88	18.18
English Learners	83	83	100.00	42.17
Students with Disabilities	49	46	93.88	17.39
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At Frederiksen School, staff, students, and parents collaborate for success. We have an active parent community and our parent involvement is strong. Teachers encourage parents to assist in their classrooms as well as attend field trips in order to work directly with students in support of their learning. Volunteers have dedicated many hours in support of curricular activities to boost student success. In the classrooms, you will see parents reading one-on-one with students, running centers, stuffing communication folders, and helping with math concepts or art enrichment. Around the campus, you will see parents assisting with bulletin boards that provide information or showcase student progress, copying necessary curricular materials for classrooms, or assisting as a paid noon supervisor for recess support.

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council, which collaborates with the principal, assistant principal and staff members to help make financial decisions that support the School Plan for Student Achievement. Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. We hold an annual Title I Informational Event to meet with our Title I families and discuss ways to best serve their children. Room parents organize parent volunteers to help with special projects in the classroom, and our Parent Faculty Club hosts many social events to bring the community together, as well as to help in raising funds to support student and school programs. Our PFC has focused on STEAM opportunities over the past several years and volunteers have been integral in everything from marching and leading cheers in city parades to designing flyers for the various PFC events happening throughout the year. We ask all parents to attend Back-to-School Night and parent-teacher conferences in the Fall and Open House in the Spring. We always welcome new ideas and volunteers on our campus.

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

Maintaining a safe and orderly environment is a top priority at Frederiksen. We annually update and revise our school safety plan, which is based on the Safety Emergency Management System. Our plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share and monitor the plan with all staff during one or more staff meetings in the Fall and throughout the year as needed. This plan has been updated onto our Google Docs platform for staff to access from anywhere at any time. We discussed and reviewed components of our safety plan during staff meetings on 9/4/19 and 10/2/19.

Our students and staff receive training in fire, lockdown and shelter in place drills. We participate in a statewide earthquake drill called "The Great CA Shake Out" each year in October. We use debriefing sessions after every drill to gather input to improve our safety procedures. Monthly fire drill reports are shared with the local fire department and our district maintenance department. Each classroom has emergency backpacks containing a variety of first aid materials and guardian and health information. Each student has an emergency kit, stored in our container, with supplies to be used in case of an emergency. These are purchased for our Kindergarten students annually and have a shelf life of 6 years. In addition, we have a stored water supply that could provide necessary hydration for our students for up to three days in the event of any emergency.

We conduct at least one school-wide assembly on safety issues each year, including but not limited to: stranger danger, crossing streets, bicycling safety, and anti-bullying. We also participate in DARE, a drug and alcohol prevention program, for fifth graders, and Red Ribbon Week Health Awareness for the entire school. We communicate and reinforce safety and student character education through school and classroom behavior expectations, daily announcements, classroom lessons, and character trait awards assemblies. Parents learn about safety procedures in weekly bulletins and monthly newsletters, at parent meetings, and on the school's website.

Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge or sticker to wear throughout their stay. We screen all volunteers through the Megan's Law database prior to their volunteer work on our campus. We have one part-time campus supervisor to assist with traffic and parking as well as gates and campus supervision. Assigned teachers and staff monitor the school grounds for 15 minutes before and after school, as well as at all recesses and at lunchtime. Teachers regularly review the rules for safe and responsible behavior in school and on the playground.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.3	0.1
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*	.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	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.4
Resource Specialist (non-teaching)	2.0
Other	4.0

* 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*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	25		7		24		5		23		6	
1	25		6		25		6		25		5	
2	24		5		24		6		26		5	
3	22	1	6		28		4		27		5	
4	26		5		26		6		28		4	
5	28		4		27		5		27		6	
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	2	2	2

During the past three school years, 2016-2019, there have been three non-student days dedicated for Professional Development and 21 Teacher Collaboration Days where teacher teams meet for one hour. Dedicated staff development days are scheduled on the school-year calendar in a collaborative effort between the district leadership team and our Dublin Teacher Association. Content for two of the three days is determined by the District based on areas of focus, Common Core Standards, Professional Learning Communities, textbook adoption cycles, and the District's strategic plan. The third staff development day is determined in collaboration between the staff and principal. We use a needs survey to gather teacher and staff input for suggestions. Each site plans their teacher training based on needs identified in their site plan, such as finding ways to narrow our student opportunity gaps and working with at-risk students. In August of 2018, Frederiksen focused on Skill & Will Alignment/Special Education and Executive Functioning, as well as our new English Language Arts Adoption, Benchmark Advanced.

Teachers and administrators have also participated in training from the Association of California School Administrators, Capturing Kids Hearts, and Guided Language Acquisition Development (GLAD). Additional staff development opportunities take place when teachers are released through the use of substitutes for site grade level planning/implementation meetings and/or observing best practices in one another's classrooms. After school workshops, grade level collaboration, and staff meetings also host professional development offerings for staff. Frederiksen has an instructional coach assigned to our site to support in-class instruction in all curricular areas.

Staff development includes, but is not limited to: Response to Intervention (RTI), Professional Learning Community (PLC), Common Formative Assessments, use of the district's assessment reporting system (Illuminate), technology integration training, mathematics, writing, and science.

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	\$5,570	\$394	\$6,176	\$90,894
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	-11.4	4.4
School Site/ State	-23.8	4.1

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.