



# Murray Elementary School

8435 Davona Drive • Dublin, CA 94568 • (925) 828-2568 x5401 • Grades K-5

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<http://www.dublin.k12.ca.us/domain/493>

## 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](http://www.dublinusd.org)

### District Governing Board

Dan Cherrier

**President**

Megan Rouse

**Vice-President**

Amy Miller

**Trustee**

Gabrielle Blackman

**Trustee**

Catherine Kuo

**Trustee**

Tinni Mukherjee

**Student Representative**

Sowri Athi

**Student Representative**

### District Administration

Dr. Dave Marken

**Superintendent**

Joe Sorriera

**Assistant Superintendent**

**Business Services**

Matt Campbell

**Assistant Superintendent**

**Educational Services**

Mark McCoy

**Assistant Superintendent**

**Human Resources**

### School Description

Murray Elementary, established in 1965, is one of eight elementary schools in Dublin and serves a population of 620 students in a suburban community, which is located approximately 40 miles east of San Francisco. Our vision at Murray is to provide a caring environment where the value of learning and working together is understood and visible everywhere. Our goal is to provide a challenging, positive, and safe learning environment that promotes student academic achievement, social growth, and the development of lifelong learners. A caring atmosphere is evident in all we do. Our staff members and our Parent Faculty Club have a strong commitment to the education of all students. As a professional learning community we encourage continuous improvement in our practice and strive to create a rich, inviting environment.

This year we will continue to use Professional Learning Communities to create Common Formative Assessments and a strong Response to Intervention program. Our teachers use the Response to Intervention model to provide targeted instruction. Our teachers believe that their own training is critical to the continued success of our students. Our test scores demonstrate our ability to achieve and maintain high standards. We have provided options for our students, such as our successful Pathways classes for kindergartners through fifth graders, in which children's needs and interests drive the curriculum. Our general education program provides a rigorous and relevant education for all students in grades developmental kindergarten through fifth.

### School Vision Statement

"Our vision at Murray is to provide a caring environment where the value of learning and working together is understood and visible everywhere. Our goal is to provide a challenging, positive, and safe learning environment that promotes student academic achievement, social growth, and the development of lifelong learners."

### Types of Services Funded

Our School and Library Improvement funds pay for one extra hour for our media technician and for teacher training, instructional supplies, and student support expenses. Our Parent Faculty Club raises funds for classroom supplies, field trips, library books, and special assemblies through our annual fundraisers. Our teachers receive funding grants from companies such as Wells Fargo and our Dublin Partners in Education. They use this funding to promote their special programs and for our Elementary Peace Program.

Federal Title One funds are allocated to schools for the purpose of providing all children with an equitable and high-quality education. At Murray Elementary, our Title One funds support: vocabulary-rich reading books, Starfall Reading materials, Developmental Reading Assessment (DRA) kits, Scholastic Skilled Reading Kits, and Curriculum Associates assessment materials. We also provide a highly qualified teacher to work with grades 1-5. These monies also go toward teacher collaboration days, professional development, supplementary books, family education nights, and supplies for the classroom.

### 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	171
Grade 1	106
Grade 2	90
Grade 3	92
Grade 4	77
Grade 5	79
<b>Total Enrollment</b>	<b>615</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.7
Asian	31.1
Filipino	5.7
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.8
White	27.3
Two or More Races	8.3
Socioeconomically Disadvantaged	16.4
English Learners	10.7
Students with Disabilities	10.4
Foster Youth	0.2
Homeless	0.2

## 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 Murray Elementary	17-18	18-19	19-20
With Full Credential	27	30	31
Without Full Credential	0	0	2
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 Murray Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	4	0
Vacant Teacher Positions	0	0	2

\* 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. We use the Common Core standards that 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.

### 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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Scott Foresman Envision Math Adopted 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Harcourt California Science Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Murray Elementary is a developmental kindergarten through fifth grade school built in 1965. We have a total of 21 permanent structure classrooms, 9 portables, a spacious library, a computer lab housing 33 stations and a multipurpose room with stage and adjoining kitchen. Additionally, we have the offices for administration, speech, ELL and our school psychologist. For teacher use we have a conference room, teacher work room, two resource book rooms and a staff lounge. We have a large athletic field utilized by both the school and the city.

We have a full time custodian on campus during the school day. Her duties include daily cleaning and upkeep of our campus. Our district maintenance department provides a "Team Clean" crew that comes to our site nightly. Larger repairs are handled by our district maintenance department.

Second grade and kindergarten maintains the Butterfly Gardens. Our Pathways program maintains our center courtyard. Our school has a warm and inviting campus.

We remodeled the office in the summer of 2014 and staff lounge in 2002. During the 2007-2008 school year the Dublin Unified School District planned \$9.5 million dollars in renovations for Murray Elementary School. The scope and sequence of the project encompassed replacing the roof, doors, and windows on campus. Construction took place during the summer of 2009. As of fall 2010, Murray is equipped with brand new heating, ventilation, and air conditioning units. In the summer of 2014 a brand new 84 space parking lot was completed. Additionally, the entire front of the school was landscaped using reclaimed water. In 2014, a new 5 classroom Kindergarten wing was added. In 2017, 6 portables were added to house increasing enrollment.

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: 12/17/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Unisex Rest Room: Exhaust fan is not working. K2, K3, K4, K5: Rest room exhaust fan not working. Girls Rest Room: Exhaust fan not working
<b>Interior:</b> Interior Surfaces	Poor	Admin, Book Room, Stage, 1, 2, 3, ,9, 13, 14: Ceiling tiles have water stains. MPR, Kitchen: Floor tiles are broken. MPR, P2, K1, K3, K5, 2, 6: Ceiling tiles loose. Admin, 12: Ceiling tile has a hole. P2, W4: Ceiling tile is torn. K1, K5: Ceiling tile is loose. Health, W1: Ceiling tiles missing. W1, W4, W5, W6: Carpet is torn. 4, 5, 12, 17: Formica trim missing on countertop. Girls Rest Room: Piece of countertop is loose. Speech: Wall paper is torn.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	K1, 11: Unsecured items are stored too high. Storage, Book Room: Room is cluttered.
<b>Electrical:</b> Electrical	Poor	Health Office: Piece of electrical conduit is missing. Stage, Kitchen, 1: One light panel is out. Kitchen: Light switch is loose. P3: Electrical cover is missing. Electrical: Used for storage blocking access to electrical panel. W1: Switch plate broken. Exterior light is not working. Extension cord and surge protector are daisy chained. W2: Exterior light is not working. Light diffuser is loose. 3: One light diffuser is broken. 6: Two light panels are out. 4: One light panel is out (hallway). 18: Electrical conduit end cap is missing. Stage, W2, 8, 10: Multiple light bulbs are out. 10, 18, Library: Two light panels out. Library: Access to electrical panel is blocked (hallway). Unisex Bathroom: Light diffuser is broken.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Library, 4, 6, 13: Drinking fountain has low flow. 5: Drinking fountain has sporadic flow. 8, 9, 11: Faucet leaks at handle. 12: Drinking fountain is leaking at handle and has a constant drip.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Poor	Admin: All fire extinguisher tags are out of date. Workroom, MPR, Kitchen, P1, P2, P3, K1, K2, K3, K4, K5, W1, W2, W3, W4, W5, W6, 5: Fire extinguisher tags are out of date. Stage: Fire extinguisher is not mounted. K4, W1, 2, 10, 18: Plug in air freshener. W1: Peeling paint on ramp. Extension cords and surge protectors are daisy chained. 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 18, 17, Library, 13, : Fire extinguisher missing. 1, 3, 4: Evacuation map not posted. 1: Improperly stored cleaning supplies. 6, 10: Plug in candle warmer. 11: Candle in the classroom. Staff Lounge: Fire extinguisher is not mounted. Evacuation maps is not posted.
<b>Structural:</b> Structural Damage, Roofs	Good	New room W7: Dry rot on siding.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Boys Rest Room: Skid paint is peeling on ramp.
<b>Overall Rating</b>	<b>Fair</b>	

## 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	64	65	78	78	50	50
Math	60	62	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	21.3	20.0	18.7

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	257	248	96.50	64.52
<b>Male</b>	151	144	95.36	55.56
<b>Female</b>	106	104	98.11	76.92
<b>Black or African American</b>	17	16	94.12	31.25
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	75	71	94.67	67.61
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	59	59	100.00	52.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	70	67	95.71	76.12
<b>Two or More Races</b>	24	23	95.83	73.91
<b>Socioeconomically Disadvantaged</b>	46	42	91.30	42.86
<b>English Learners</b>	57	54	94.74	51.85
<b>Students with Disabilities</b>	45	42	93.33	28.57

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	257	250	97.28	62.00
Male	151	147	97.35	59.86
Female	106	103	97.17	65.05
Black or African American	17	16	94.12	25.00
American Indian or Alaska Native	--	--	--	--
Asian	75	74	98.67	75.68
Filipino	--	--	--	--
Hispanic or Latino	59	59	100.00	38.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	66	94.29	72.73
Two or More Races	24	23	95.83	60.87
Socioeconomically Disadvantaged	46	44	95.65	29.55
English Learners	57	57	100.00	61.40
Students with Disabilities	45	42	93.33	21.43

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)

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. Our parents commit time in our classrooms, many on a weekly basis, providing extra help in reading, math and science. Our visitor logbook is testimony to thousands of hours of recorded assistance. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We buy new books for the library through Parent Faculty Club fundraisers.

Our parents join District committees, serve on our School Site Council, and actively participate in after school sports. We ask all parents to attend Back-to-School Night in the fall and parent-teacher conferences in the fall.

#### 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

Staff monitors the school grounds for 15 minutes before school as well as at all recesses and at lunchtime. We have five noon supervisors that monitor students' safety in the cafeteria and on the playground during our two lunch periods. We use a behavior matrix to explicitly teach safe, responsible behavior in school and on the playground. These are posted in all classrooms and hallways to reinforce them with students. Visitors enter the school through the main door and sign in at the office, where they receive a visitor label to wear throughout their stay. All parents must pass a volunteer clearance before they can drive on field trips or work in the classroom.



We revise our school safety plan annually. It is revised annually and reviewed with staff. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available to all teachers and keep copies in the office for parents. We share the plan with all staff during our October staff meeting, which includes reminders regarding intruders, playground emergencies, and evacuation procedures. We practice fire, earthquake, and lockdown drills monthly.

We repack classroom emergency backpacks with designated supplies and current class lists each September. Plans for our safety include a yearly inventory of our emergency shed, setting the drill calendar for the year, updating our substitute folders, and assigning tasks to each staff member. We maintain emergency supplies on campus in the event of a severe emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.9	0.6
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*	1537.5

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	1.1

\* 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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	3	4		20	3	6		24	1	7	
1	23		2		26		2		22	1	3	
2	24		2		25		2		23		3	
3	23	1	3		22	1	2		20	1	3	
4	26		2		27		2		25		3	
5	27		3		20	2	3		23	1	4	
Other**	12	1			24		1		8	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the teachers association. Content for two of the three days is usually determined by the District based on areas of focus, textbook adoption cycles, and the District's strategic plan. Teachers and administrators also review test scores of the previous year to assist in reviewing and modifying instructional programs. The third staff development day is determined in collaboration between the staff and principal.

Additional staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at District sponsored after school workshops, during grade level collaboration, and via site-based coaches.

### 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/](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	\$7,889	\$2,093	\$5,797	\$83,022
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	-17.7	3.1
School Site/ State	-25.3	-4.2

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.