



# James Dougherty Elementary School

5301 Hibernia Drive • Dublin, CA 94568 • (925) 803-4444 • Grades K-5

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<http://www.dublin.k12.ca.us/domain/40>

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Dublin Unified School District

7471 Larkdale Avenue  
Dublin, CA 94568  
(925) 828-2551  
[www.dublinusd.org](http://www.dublinusd.org)

#### District Governing Board

Megan Rouse, Trustee  
Amy Miller, Trustee  
Dan Cunningham, Trustee  
Joe Giannini, Trustee  
Dan Cherrier, Trustee

#### District Administration

Dr. Leslie Boozer  
**Superintendent**  
Beverly Heironimus  
**Assistant Superintendent  
Business Services**

#### **Assistant Superintendent Educational Services**

Mark McCoy  
**Assistant Superintendent  
Human Resources**

### **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. As a professional learning community, we use collaboration time 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 school-wide morning assemblies and school spirit, student activities.

The essence and strength of Dougherty is in its community. We have a very involved Parent Faculty Club 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 the classrooms each and every day, makes 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, that makes James Dougherty a true distinguished school.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	169
Grade 1	142
Grade 2	153
Grade 3	132
Grade 4	157
Grade 5	121
<b>Total Enrollment</b>	<b>874</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.1
Asian	59.8
Filipino	5.3
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0
White	18.2
Two or More Races	6.9
Socioeconomically Disadvantaged	2.3
English Learners	16.4
Students with Disabilities	5.5
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
James Dougherty Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	37	43	42
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Dublin Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	522
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Dougherty Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	98.2	1.8
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	98.2	1.8

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Adopted 2004  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Adopted 2009  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%

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

Dougherty Elementary School opened in fall 2000. Our state-of-the-art campus includes 29 classrooms, a beautiful gymnasium, and a centrally located library/media center that contains a collection of more than 7,300 books, four computer research stations, an expansive seating area, and a separate storytelling room. Our 30-station computer lab accommodates all classrooms for wholegroup instruction, skill development and practice, and research. Three playgrounds and extensive fields provide students with the space and equipment to play and develop athletic skills.

We have one full-time day custodian and a district night cleaning crew who keep our facilities clean. Each classroom is cleaned every other day, as are all the rest rooms. District maintenance regularly maintains the school facility and landscaping.

Also, 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. This year we added more than 1,500 books to its shelves. 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. The 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 bring their students into our computer lab for a minimum of 45 minutes. The lab has 30 computers, one of which is connected to an LCD projector, and one printer. Teachers instruct their students to effectively use technology with software that teaches typing skills, word processing, and presentation programs. 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 kindergarten through third grade classrooms have four networked computers and all grade four and five classrooms have seven networked computers with access to the Internet and one networked printer. All classroom computers have programs to support students in reading, comprehension skills, and math. All teachers use computers to correspond with colleagues and parents via email and to access the internet. Many use computers for record keeping. All classrooms have LCD projectors and document cameras.

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. For the 2013-14 school year, the District budgeted \$87,826 for the Deferred Maintenance Program. This represents 13% of the District's general fund budget.

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 is projected to be completed in the summer of 2017. The new facility will be open to students in August of 2017.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/16/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	80	83	77	78	44	48
Math	81	81	69	73	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	95	91	92	83	87	83	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.5	28.6	42.1

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	129	126	97.7	92.1
Male	60	60	100.0	91.7
Female	69	66	95.7	92.4
Asian	73	72	98.6	94.4
Hispanic or Latino	13	12	92.3	75.0
White	26	26	100.0	100.0
Students with Disabilities	12	12	100.0	75.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	127	96.2	75.6
	4	163	158	96.9	82.3
	5	129	126	97.7	90.5
Male	3	67	64	95.5	78.1
	4	85	83	97.7	78.3
	5	60	60	100.0	86.7
Female	3	65	63	96.9	73.0
	4	78	75	96.2	86.7
	5	69	66	95.7	93.9
Asian	3	76	72	94.7	79.2
	4	93	88	94.6	87.5
	5	73	72	98.6	94.4
Hispanic or Latino	3	11	11	100.0	27.3
	4	16	16	100.0	62.5
	5	13	12	92.3	83.3
White	3	27	26	96.3	84.6
	4	30	30	100.0	76.7
	5	26	26	100.0	88.5
Two or More Races	4	14	14	100.0	78.6
English Learners	3	18	16	88.9	25.0
Students with Disabilities	4	11	11	100.0	63.6
	5	12	12	100.0	66.7

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	132	130	98.5	81.5
	4	164	164	100.0	81.7
	5	129	127	98.5	78.0
Male	3	67	66	98.5	90.9
	4	85	85	100.0	81.2
	5	60	60	100.0	78.3

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	65	64	98.5	71.9
	4	79	79	100.0	82.3
	5	69	67	97.1	77.6
Asian	3	76	75	98.7	89.3
	4	94	94	100.0	88.3
	5	73	72	98.6	84.7
Hispanic or Latino	3	11	11	100.0	36.4
	4	16	16	100.0	43.8
	5	13	13	100.0	53.9
White	3	27	26	96.3	76.9
	4	30	30	100.0	80.0
	5	26	26	100.0	84.6
Two or More Races	4	14	14	100.0	85.7
English Learners	3	18	18	100.0	55.6
Students with Disabilities	4	11	11	100.0	63.6
	5	12	12	100.0	58.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2016-17)

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 depend on parents to keep our programs running smoothly.

Teachers encourage parents to assist in their classrooms. Parents can join our School Site Council, which works with the principal and staff members to help make financial decisions that support the school site plan. This year we expanded the role of SSC by creating subcommittees that support each of the different goals. Parents on English Learners are vital to our English Language Advisory committee and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips, and our Parent Faculty Club raises significant capital through fund-raising events to support student and school programs. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 fully fenced. 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 monitors the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. 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 weekly bulletins, in monthly letters, and on the school's Web site. Students also participate in monthly fire drills and a total of three earthquake drills to practice safety responses.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August of 2016 and throughout the year. It was approved by the SSC in October 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.2	0.9	1.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.5	1.9	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	24	25		1		5	7	5			
1	27	27	24				5	6	6			
2	26	25	26				6	6	6			
3	25	24	26				5	7	5			
4	27	26	26				5	5	6			
5	28	29	24				5	5	5			

### Professional Development provided for Teachers

It is the goal of the district to have every employee, certificated and classified support staff to receive professional development in Professional Learning Communities. Professional Learning Communities focus on three big ideas: 1. Student Learning 2. Collaborative Culture 3. Results Orientated

Through this cyclical process, we ask ourselves the following:

- What are students learning?
- How do we know when they have learned what we have taught?
- What do we do when they don't learn?
- What do we do when they do?

There are a number of team members who have been trained in this area via conferences. This year the district focused on writing with training in "Writing Workshop", so all elementary teachers could align English Language Writing standards in everyday instruction with fidelity and rigor.

Major staff development occurs three times throughout the school year. Two of these days are designed by the district and the final day is designed by the site. A needs survey solicits teacher and staff input for the district portion of the staff development day, such as effective use of new technology and cross grade-level articulation on physical education standards. Each site plans their staff development based on their site plan, such as writing comprehension strategies. 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. For the 2008-09 school year, we dedicated three days for professional development. In 2009-10, there were two days. In 2010-11, there were three days dedicated for professional development, 2012-2013 we utilized sixteen days for collaboration, sixteen days again for the 2013-2014 school year, and an increase to twenty one days in 2014-2015.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,490	\$43,821
Mid-Range Teacher Salary	\$84,565	\$69,131
Highest Teacher Salary	\$100,349	\$89,259
Average Principal Salary (ES)	\$122,773	\$108,566
Average Principal Salary (MS)	\$127,949	\$115,375
Average Principal Salary (HS)	\$141,815	\$125,650
Superintendent Salary	\$231,942	\$198,772
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,968	\$160	\$4,808	\$96,200
District	♦	♦	\$8,720	\$80,132
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-44.9	20.1
Percent Difference: School Site/ State			-15.3	34.5

\* Cells with ♦ do not require data.

### Types of Services Funded

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