

Fairmont Charter Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.



Jose Bermudez, Principal

📍 Principal, Fairmont Charter Elementary

About Our School

Thank you for taking the time to read the Fairmont Charter School Accountability Report Card. Hopefully you will find the information within this document to be a good introduction to Fairmont Charter and everything our charter school offers our wonderful students.

We aren't just a beautiful new school building; we are also a place where students, parents, and staff are working together to raise the achievement level for all students. It is an honor and a privilege to work with each and every staff member, student and family. The energy, enthusiasm and respect each of you brings to Fairmont makes this an exciting place to be every day. We have also instituted STEAM Wednesday every 4th Wednesday of the month. These science filled days are the compilation of grade level unit plans that are integrated throughout other subjects.

Our students and staff work hard every day to learn from each other, to build a strong Fairmont community of learners, and to develop a respectful school environment. In an effort to reach our goals and show our dedication we have a Falcon Pledge to remind us all how special it is to be a Fairmont Falcon: I am a Fairmont Falcon. I am here to learn. I come prepared every day. I show respect in every way. I am proud of who I am. I am a Fairmont Falcon!

Contact

*Fairmont Charter Elementary
1355 Marshall Rd.
Vacaville, CA 95687-5519*

*Phone: 707-453-6240
E-mail: jbermudez@vacavilleusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Fairmont Charter Elementary
Street	1355 Marshall Rd.
City, State, Zip	Vacaville, Ca, 95687-5519
Phone Number	707-453-6240
Principal	Jose Bermudez, Principal
E-mail Address	jbermudez@vacavilleusd.org
Web Site	www.fairmont.schoolloop.com/
County-District-School (CDS) Code	48705736051338

Last updated: 1/4/2019

School Description and Mission Statement (School Year 2018—19)

Fairmont Charter School has served the southeast side of Vacaville for over 45 years. During the 2017-2018 school year, Fairmont served a student population of approximately 550 students in transitional kindergarten-sixth grades in twenty-four regular education classrooms, and 1 district special day class. The staff included 34 certificated teachers, including, a special day class teacher, resource specialist, one principal, and one assistant principal. The support staff included an RTI Coordinator, Data Coach/Content Specialist, Digital Education Specialist, Science/Art Specialist, a part-time school nurse, speech pathologist, psychologist, two secretaries, a library technician, health clerk, special education paraprofessionals, general education paraprofessionals, three custodians, two cafeteria workers, and nine noon duty supervisors. Kindergarten through third grade classrooms had no more than twenty-four students and fourth through sixth grade classrooms averaged twenty-nine students per teacher. All teachers were certified as highly qualified.

The philosophy supporting Fairmont Charter School's total educational program consists of five principles:

- A strong standards based instructional program
- Positive, nurturing discipline
- A safe, clean, attractive environment
- Working together as a T.E.A.M. (Together Empowering Achieving Motivating)—students, parents, staff, and community

Fairmont Charter School Expectations: Be safe! Be respectful! Be responsible!

Mission and Philosophy

The staff shares a commitment to work in partnership with families and community members to prepare our students to be compassionate, thoughtful, creative, and responsible citizens of a global society in the 21st century. Our goals are:

1. to have each student meet or exceed grade level state standards in English Language Arts and Math
2. to incorporate an integrated curriculum with a focus on science and technology in the learning process
3. to prepare students to make good choices, act responsibly, and continue successful learning in middle school and beyond

Fairmont Charter School has developed and enhanced the learning environment to support student achievement. These unique enhancements set Fairmont Charter School apart from other elementary schools and are the reasons why Fairmont Charter School was recognized as a 2016 California Gold Ribbon School. These unique enhancements include:

- Class sizes designed for optimal learning
- Extended day for all kindergarten students
- 1:1 devices - Chromebooks or iPads for every student in every classroom
- Enrichment Center has a Full time Digital Education Specialist to support technology use and integration of State-of-the-art computer lab and a Full time Science/Art Teacher to support science and art integration with updated science equipment, including microscopes, FOSS kits, and robotics
- Dedicated intervention/enrichment period for all students everyday within the school day (WIN-What I Need)
- Before or After school intervention for struggling students
- Support for student wellness and positive school climate with a Full time PE teacher and a Full time Elementary Counselor
- Positive Behavior Interventions and Supports (PBIS), Second Step social emotional learning curriculum TK-6th grade, Girls on the Run program twice per school year
- Safe School Ambassadors
- Watch D.O.G.S.
- Parent Classes

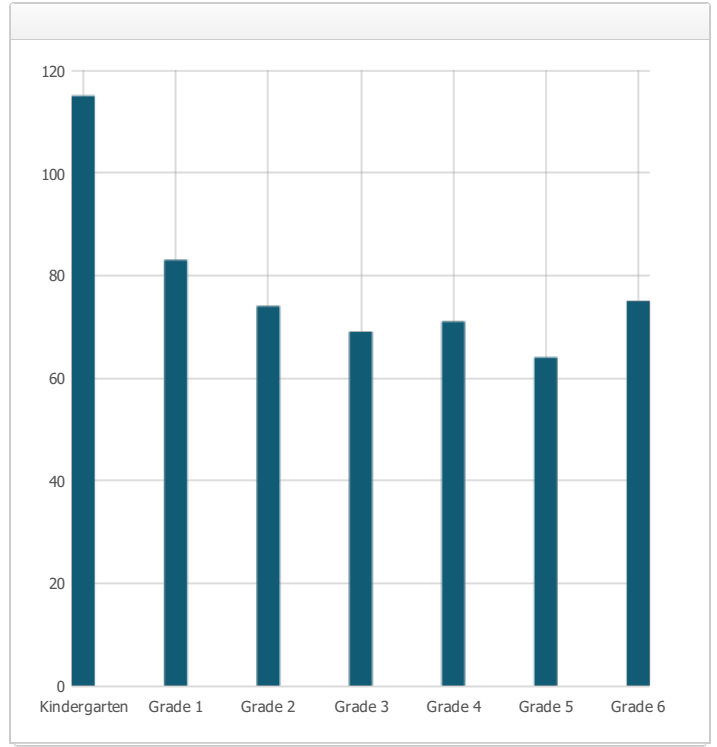
- Family events

Our philosophy reflects the Vacaville Unified School District's mission, as noted in the VUSD Local Educational Agency Plan: "The mission of the Vacaville Unified School District is to graduate all students with the knowledge and ability to act responsibly, earn a living and continue learning by providing a rigorous standards based educational program through a collaborative partnership of families, community and staff."

Last updated: 1/16/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	115
Grade 1	83
Grade 2	74
Grade 3	69
Grade 4	71
Grade 5	64
Grade 6	75
Total Enrollment	551



Last updated: 1/15/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	7.1 %
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	2.9 %
Hispanic or Latino	52.3 %
Native Hawaiian or Pacific Islander	2.2 %
White	24.1 %
Two or More Races	6.5 %
Other	3.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.5 %
English Learners	20.5 %
Students with Disabilities	8.9 %
Foster Youth	0.4 %

A. Conditions of Learning

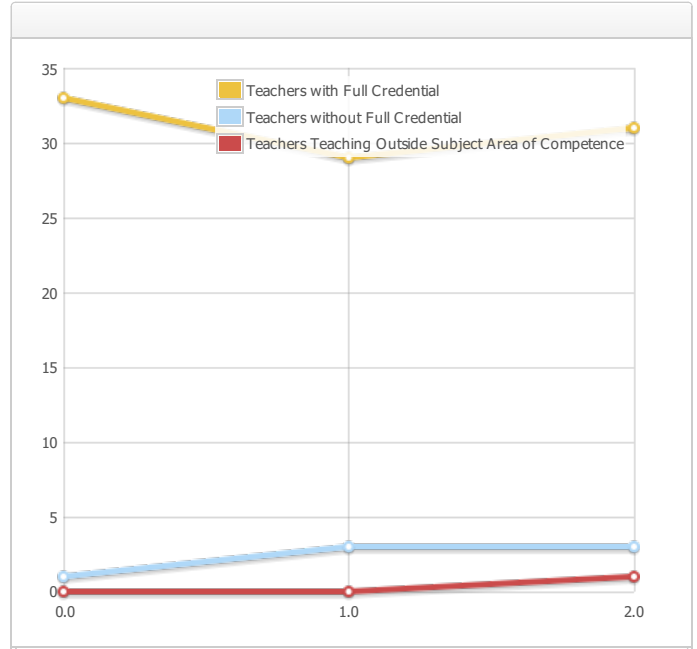
State Priority: Basic

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

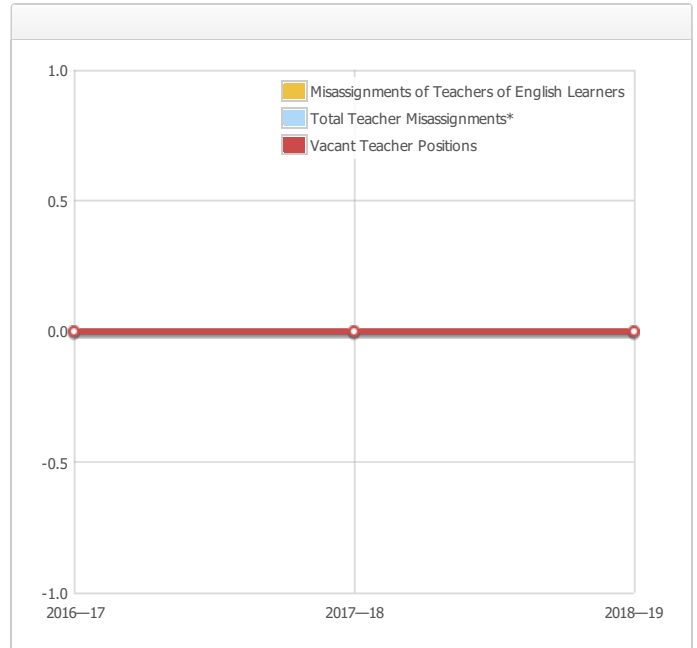
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	33	29	31	593
Without Full Credential	1	3	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill) Gr. K-5 Springboard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus, Gr. K (Houghton Mifflin) Go Math! CA, Gr. 1-6 (Houghton Mifflin)	Yes	0.0 %
Science	California Science (MacMillan/McGraw)	Yes	0.0 %
History-Social Science	History/Social Science, Gr. K-5 (Houghton Mifflin) Ancient Civilizations CA Edition, Gr. 6 (Glencoe)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

School Facility Conditions and Planned Improvements

This school is in good repair. There are a number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated. There are no major facility improvements planned at this time. The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/4/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	42.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	33.0%	38.0%	39.0%	37.0%	38.0%

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.

Last updated: 1/15/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	278	98.93%	42.09%
Male	138	136	98.55%	36.03%
Female	143	142	99.30%	47.89%
Black or African American	21	21	100.00%	28.57%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	154	153	99.35%	41.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	61	98.39%	47.54%
Two or More Races	22	21	95.45%	47.62%
Socioeconomically Disadvantaged	213	211	99.06%	39.81%
English Learners	92	91	98.91%	35.16%
Students with Disabilities	20	20	100.00%	20.00%
Students Receiving Migrant Education Services	--	--	--	
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.

Last updated: 1/15/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	279	99.29%	33.33%
Male	138	137	99.28%	32.85%
Female	143	142	99.30%	33.80%
Black or African American	21	21	100.00%	28.57%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	154	154	100.00%	30.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	62	61	98.39%	36.07%
Two or More Races	22	21	95.45%	42.86%
Socioeconomically Disadvantaged	213	212	99.53%	32.55%
English Learners	92	92	100.00%	25.00%
Students with Disabilities	20	20	100.00%	--
Students Receiving Migrant Education Services	--	--	--	
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.

Last updated: 1/15/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/16/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.6%	14.1%	15.6%

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.

Last updated: 1/15/2019

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 2018—19)

There are many opportunities for parents to be involved at Fairmont Charter School. Our Parent Teacher Club meets monthly to plan and organize school-wide activities such as fundraisers, Red Ribbon Week, Harvest Festival, Book Fairs, and the Bike Rodeo. Parents are encouraged to volunteer in classrooms, on field trips, and for special events, such as STEAM Day, 100th Day of School, Read Across America Day, and Sixth Grade Promotion. Other means of volunteering can come through Fairmont Charter School's Watch D.O.G.S (Dads of Great Students) program. This is a program where male relatives of students volunteer a day on campus to support both in and out of the classroom. There are also other non-classroom opportunities for parent involvement through the English Learner Advisory Committee (ELAC) and School Site Council. Fairmont Charter School offers a variety of evening events that provide both fun and support to parents and students. These events include Parent Math/Tech Night, Family Reading Night, and A Starry Night, Fairmont Charter's annual Science/Art Fair Open house. Parent involvement at Fairmont makes our school a better place for all our students to learn and grow. Together we are better!

State Priority: Pupil Engagement

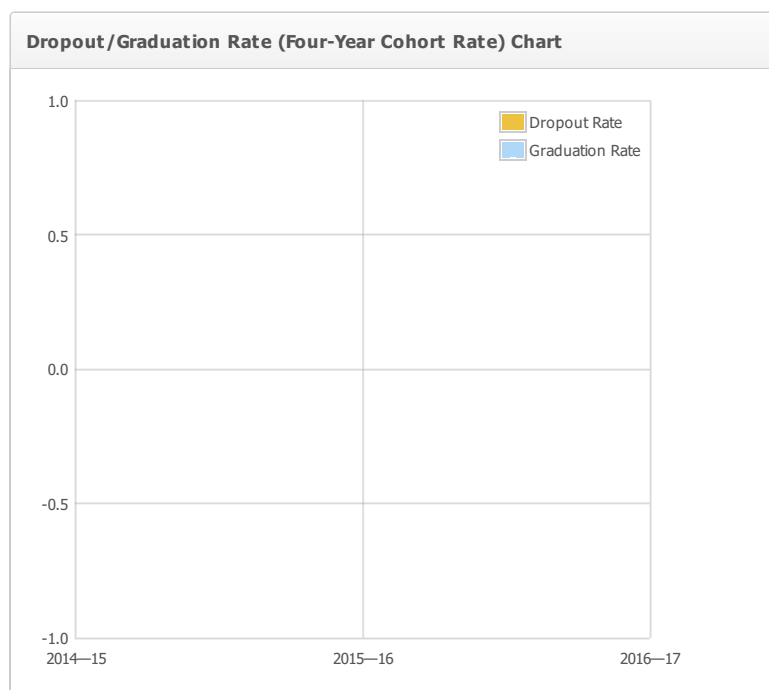
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/15/2019

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.6%	2.7%	1.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/15/2019

School Safety Plan (School Year 2018—19)

The school Safety Plan is reviewed and revised each school year by February and is presented to the staff, School Site Council, and the local School Board for approval in March of each year. Fairmont Charter School's Safety Plan was last approved by the School Site Council on February 5, 2018 following a staff, School Site Council, and ELAC review and input session. The Safety Plan for the 2018-19 school year will be finalized and approved at the School Site Council Meeting on January 23, 2019. This plan addresses all of the required components of a Comprehensive Safety Plan, including a needs assessment and goals section. Our goals at Fairmont Charter School are to build an understanding and respect for cultural and ethical diversity in our students and staff, to have a campus that is safe and secure, to implement strategies and programs to ensure that students are not permitted or able to victimize more vulnerable students, and that each student will demonstrate responsible behavior and consistent effort. As part of the review process each year, the needs assessment drives the goals, as does the data of progress on current goals.

Last updated: 1/15/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.0	4	3	
1	21.0	1	2	
2	20.0	1	3	
3	24.0		3	
4	21.0	1	1	
5	25.0		3	
6	32.0		2	
Other**	29.0		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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	4	
1	19.0	4		
2	23.0		3	
3	25.0		3	
4	19.0	3		
5	24.0		3	
6	22.0		3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3	3	
1	21.0	1	3	
2	25.0		3	
3	23.0		3	
4	24.0		3	
5	21.0		3	
6	25.0		3	
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.

Last updated: 1/15/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	569.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

*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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9317.9	\$743.8	\$8574.1	\$62336.1
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	21.6%	-10.3%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	26.4%	-27.8%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

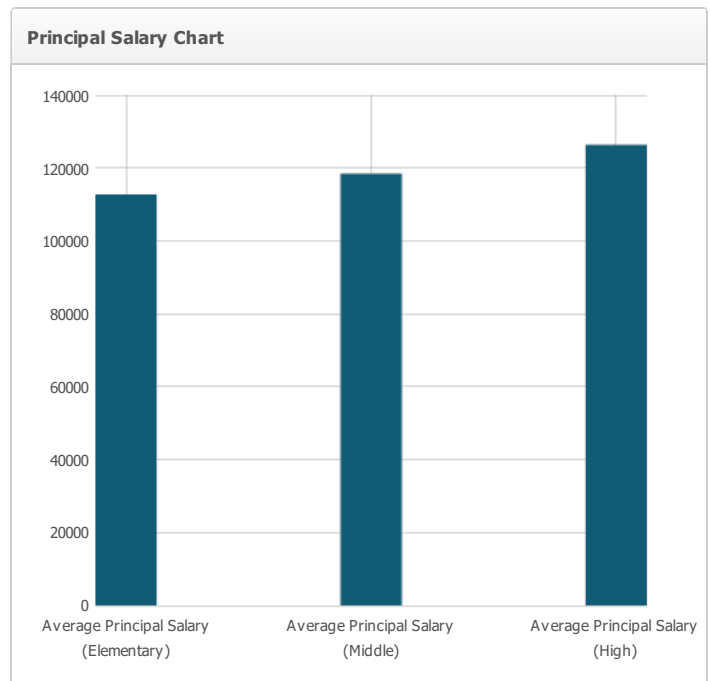
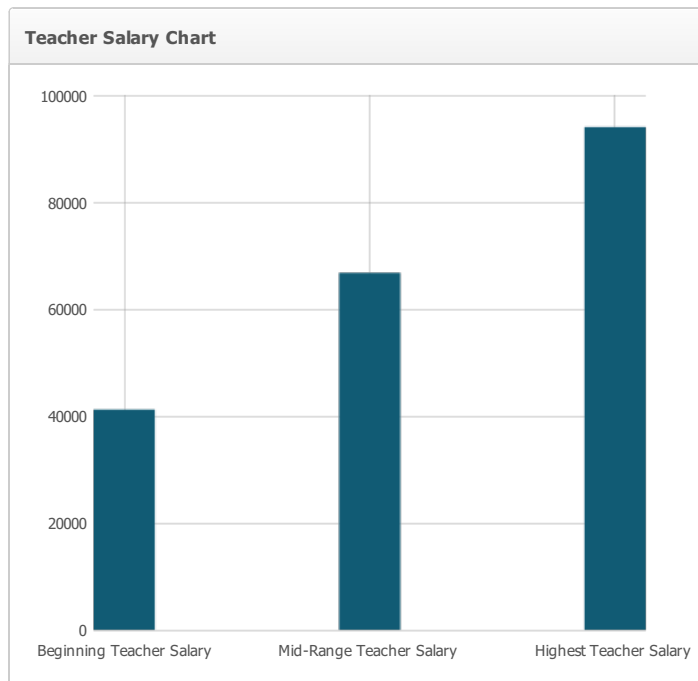
	Unrestricted	Restricted
1000 Certificated Salaries	2,333,528.72	110,726.88
2000 Classified Salaries	440,968.53	4,050.69
3000 Benefits	911,984.04	210,130.77
4000 Materials & Supplies	31,225.73	39,402.39
5000 Operating Expenses & Services	967,489.38	35,493.09
Less Function 3700	(1,809.32)	
Less Object 3701-3702	(90,510.65)	(8,539.54)
Less Unrestricted Lottery	(82,554.00)	
TOTAL	4,510,322.43	391,264.28

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



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Professional Development

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. New Teacher Induction is a two-year program for new teachers to clear their credentials and gain meaningful professional development. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession and how to be better prepared for the first years of teaching.

VUSD has adopted a standards-based Writing and Mathematics series for K-6. Other areas of professional development provided by the district or the site level include: common core training for Mathematics and English Language arts, FOSS Science, technology training, English language development instruction, First Aid and CPR, substitute teacher training sessions, differentiated instruction, instructional strategies, student engagement strategies, and training for Special Education teachers like CPI.

Many teachers serve on district curriculum committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, Common Core Standards, student achievement data, input from the Induction program and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week to discuss topics related to student achievement. The agenda for these weekly meetings focus on the three essential questions of Professional Learning Communities:

- What is it that our students need to learn?
- How will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?

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