

# Hemlock Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 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.



### Jennifer Austin, Principal

Principal, Hemlock Elementary

#### About Our School

Thank you for taking the time to read about Hemlock Elementary and the Alternative Cooperative Education (ACE) Program. We are a community school that is home to two unique programs of learning. At Hemlock our mission is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community. At ACE, our mission is to create a cooperative community dedicated to raising each child up to his/her potential. ACE and Hemlock are student-centered school programs, staffed by collaborative, hardworking teachers and support staff. It is an honor to work alongside such dedicated professionals for the success of our students.

#### Contact

*Hemlock Elementary  
400 Hemlock St.  
Vacaville, CA 95688-2616*

*Phone: 707-453-6245  
Email: [jaustin@vacavilleusd.org](mailto:jaustin@vacavilleusd.org)*

## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Vacaville Unified
<b>Phone Number</b>	(707) 453-6117
<b>Superintendent</b>	Jane Shamieh
<b>Email Address</b>	<a href="mailto:janes@vusd.solanocoe.k12.ca.us">janes@vusd.solanocoe.k12.ca.us</a>
<b>Website</b>	<a href="http://www.vacavilleusd.org">http://www.vacavilleusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Hemlock Elementary
<b>Street</b>	400 Hemlock St.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-2616
<b>Phone Number</b>	707-453-6245
<b>Principal</b>	Jennifer Austin, Principal
<b>Email Address</b>	<a href="mailto:jaustin@vacavilleusd.org">jaustin@vacavilleusd.org</a>
<b>Website</b>	<a href="http://hemlock.schoolloop.com/">http://hemlock.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736051346

*Last updated: 1/30/2020*

### School Description and Mission Statement (School Year 2019—20)

Hemlock campus is nestled in a quaint neighborhood in the northern part of Vacaville, California. Many students live in the surrounding neighborhood and enjoy being able to walk to school. We believe that families are a critical component to a child's education. Participation is encouraged through school celebrations, evening events, classroom help, conferences, committees and an active PTA and Parent Board.

Hemlock maintains a rigorous dedication to instruction and student learning aligned to Common Core State Standards. Gifted and Talented Students (GATE) receive services at district level challenge days. Students who are English Learners, classified by CELDT assessments, meet 30 minutes a day, five days a week with a designated and trained English Language Development (ELD) teacher. Students who are struggling in grades K-6 receive targeted instruction through Target Time, our Tier 2 level of support under the Response to Intervention (RTI) model. All students receive 30 minute sessions 5 times per week with a designated RTI teacher, specialist or paraprofessional. Special Education services are also provided through the RSP, TAP and SCIL programs, as well as for Speech and Language. Students have the opportunity to participate in several extracurricular programs including Saturday School where our students get science, technology and art enrichment. Additionally, upper grades have the opportunity to participate in the Spelling Bee, Novel Knowledge, band and chorus.

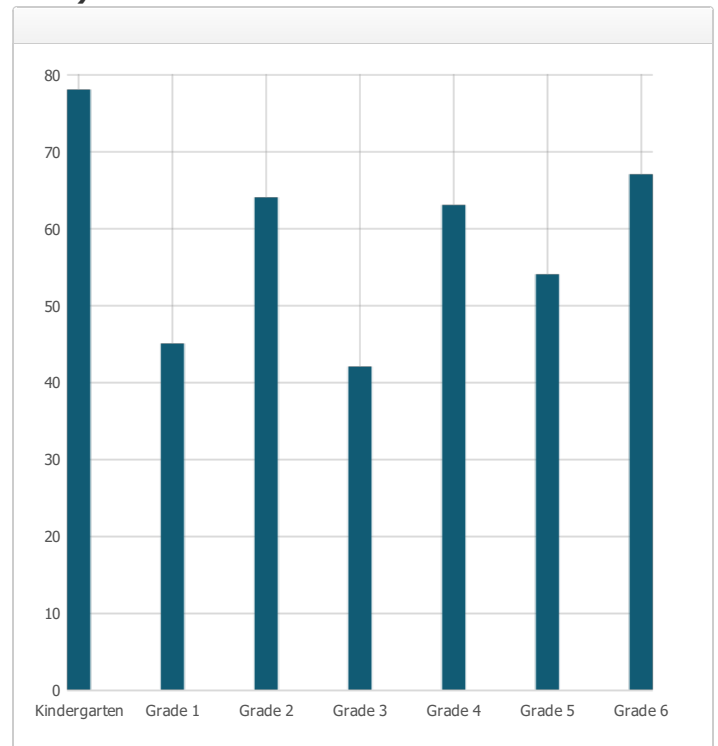
The mission of the Hemlock Elementary School, where students thrive and develop lifelong, meaningful connections, is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community. The most recently approved SPSA addresses multiple goals with specific emphasis on providing multiple tiers of supports to students in the areas of academics, behavior, attendance and social-emotional needs.

Additionally, beginning in the fall of 2017, the Alternative Cooperative Education (ACE) Program officially became a part of Hemlock Elementary School. Formerly a dependent Charter School in Vacaville Unified School District, the ACE Program mission is to create a cooperative community dedicated to raising each child up to his or her potential.

*Last updated: 1/30/2020*

**Student Enrollment by Grade Level (School Year 2018—19)**

Grade Level	Number of Students
Kindergarten	78
Grade 1	45
Grade 2	64
Grade 3	42
Grade 4	63
Grade 5	54
Grade 6	67
<b>Total Enrollment</b>	<b>413</b>



Last updated: 1/30/2020

**Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	3.60 %
American Indian or Alaska Native	0.20 %
Asian	0.70 %
Filipino	1.50 %
Hispanic or Latino	36.60 %
Native Hawaiian or Pacific Islander	0.20 %
White	46.70 %
Two or More Races	8.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	47.50 %
English Learners	6.30 %
Students with Disabilities	16.50 %
Foster Youth	1.00 %
Homeless	2.40 %

## A. Conditions of Learning

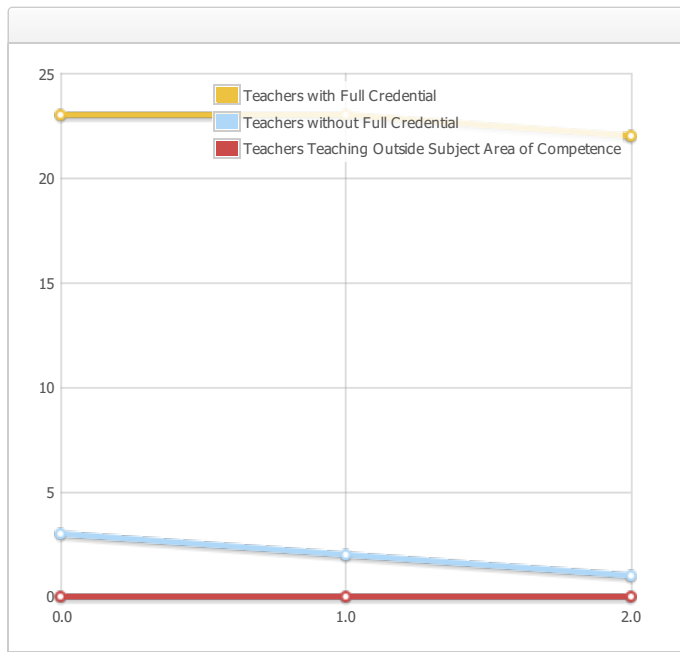
### State Priority: Basic

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

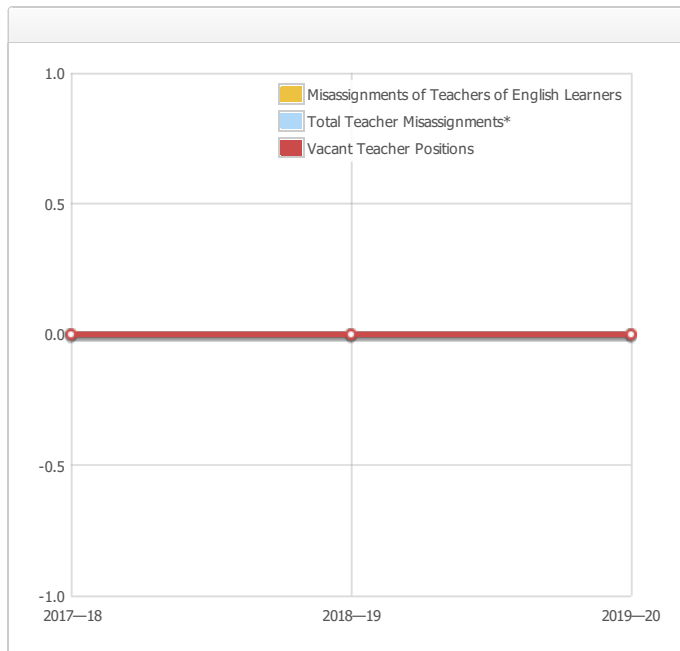
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	23	22	583
Without Full Credential	3	2	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/30/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
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: 1/30/2020

## School Facility Conditions and Planned Improvements

- Hemlock Elementary is one of the district's older schools. Staff at this site takes great care in maintaining Hemlock in a safe and clean condition.
- Hemlock receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

*Last updated: 1/30/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	99.32% Vent in restroom cleaned.
<b>Interior:</b> Interior Surfaces	Poor	44.90% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Lifting carpet has been repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Fair	88.68% Items stored too high have been removed.
<b>Electrical:</b> Electrical	Good	95.92% Outlet covers replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	91.89% Drinking fountains flow to be increased. Broken handles replaced.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	91.28% Missing evacuation maps replaced. Plug in air freshener removed.
<b>Structural:</b> Structural Damage, Roofs	Good	96.94% Dry rot to be repaired March 2020.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	87.74% Trip hazards to be abated Spring Break 2020. Ramps to be resurfaced Summer 2020.

## Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Fair
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*Last updated: 1/30/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	55.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	34.0%	39.0%	38.0%	38.0%	39.0%

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: 1/30/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	220	220	100.00%	0.00%	54.55%
Male	117	117	100.00%	0.00%	49.57%
Female	103	103	100.00%	0.00%	60.19%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	78	78	100.00%	0.00%	39.74%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	106	106	100.00%	0.00%	66.04%
Two or More Races	22	22	100.00%	0.00%	54.55%
Socioeconomically Disadvantaged	114	114	100.00%	0.00%	44.74%
English Learners	27	27	100.00%	0.00%	48.15%
Students with Disabilities	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/30/2020*



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	220	220	100.00%	0.00%	34.09%
Male	117	117	100.00%	0.00%	31.62%
Female	103	103	100.00%	0.00%	36.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	78	78	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	106	106	100.00%	0.00%	35.85%
Two or More Races	22	22	100.00%	0.00%	40.91%
Socioeconomically Disadvantaged	114	114	100.00%	0.00%	24.56%
English Learners	27	27	100.00%	0.00%	29.63%
Students with Disabilities	38	38	100.00%	0.00%	13.16%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/30/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: 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.

*Last updated: 1/30/2020*

# 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 2018—19)

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	20.80%	24.50%	26.40%

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.

*Last updated: 1/30/2020*

## 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 Hemlock, we recognize that parents/guardians are their children's first and foremost influential teachers and that continued parental involvement in the education of children contributes greatly to student achievements and conduct. We do have a Title I Parent Involvement Policy that is reviewed yearly by the School Site Council. A copy of the most current policy is available in the school office, in English and Spanish.

We invite parents/guardians to participate in school related events and activities in a variety of ways. Volunteering in the classroom, at home projects or for school events is always welcome. Parents/guardians can directly contact their child's classroom teacher to arrange this. Fingerprinting may be needed depending on the activity. Parents/guardians are invited to stop into the office for more information on this process or call the office at (707)453-6245. Information is also available on the school website: <http://www.hemlock.schoolloop.com/>

Several formal committees exist that parents/guardians are always invited to participate in. These are the English Learner Advisory Committee, The School Site Council and the Positive Behavior Interventions and Supports Committee. All meetings are open to the public. For more information, please contact Jennifer Austin, principal, at (707) 453-6245 or [jaustin@vacavilleusd.org](mailto:jaustin@vacavilleusd.org).

Parents/guardians are also invited to join and participate with the Hemlock PTA or the ACE Program Parent Board. Both groups have regular monthly meetings open to the public. Please contact the school office for contact information for either of these parent groups.

### State Priority: Pupil Engagement

*Last updated: 1/30/2020*

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

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

# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.60%	2.50%	1.60%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/30/2020*

## School Safety Plan (School Year 2019—20)

Our School Safety Plan is reviewed and updated yearly, with regular reviews at School Site Council Meetings. The existing plan was most recently reviewed with the Hemlock School Site Council at the 10-16-19 meeting. The most recently approved plan has two goals: (1) Develop a safe, positive school culture where instruction, reinforcement and recognition of appropriate school behavior, including multiple tiered systems of support, is provided to all. Reduce overall number of discipline referrals and suspensions. (2) Staff/Students have explicit responsibilities and fully understand their role in any emergency situation. Staff/students can articulate/demonstrate the appropriate response to an emergency situation. Input from the October 2019 meeting, along with a review of other school data, is being used to draft goals for the next School Safety Plan. The School Site Council will review the draft at its next meeting in January 2020.

*Last updated: 1/30/2020*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	22.00		1	
2	18.00	1		
3	25.00		2	
4	15.00	1	1	
5	21.00	1	1	
6	14.00	2	1	
Other**	7.00	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2	3	
1	23.00		1	
2	23.00		2	
3	21.00	1	2	
4	16.00	1	1	
5	28.00		3	
6	22.00	1	2	
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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	2	
1	28.00		1	
2	25.00		2	
3	22.00	1	2	
4	25.00		2	
5	25.00		2	
6	21.00	1	3	
Other**	8.00	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.



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

\*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 Number of Pupils per Counselor

*Last updated: 1/30/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.47
Psychologist	0.50
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	0.70
Resource Specialist (non-teaching)	1.00
Other	0.50

\*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: 1/30/2020*



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$7244.26	\$820.21	\$6424.04	\$78528.78
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-6.27%	12.68%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-14.42%	-4.46%

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

*Last updated: 1/30/2020*

**Types of Services Funded (Fiscal Year 2018—19)**

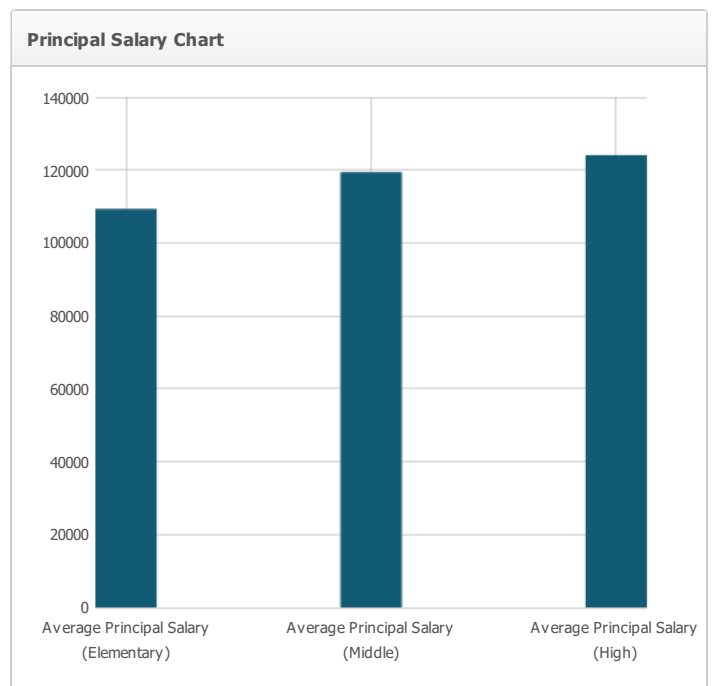
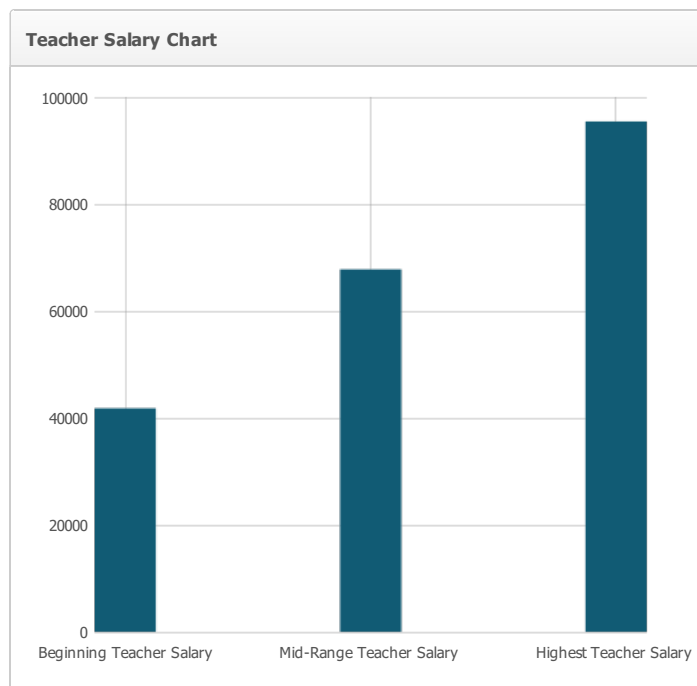
<b>Object</b>	<b>Unrestricted</b>	<b>Restricted</b>
<b>1000 Certificated Salaries</b>	<b>1,567,751.28</b>	<b>181,177.41</b>
<b>2000 Classified Salaries</b>	<b>250,525.66</b>	<b>42,594.08</b>
<b>3000 Benefits</b>	<b>631,861.76</b>	<b>76,362.28</b>
<b>4000 Materials &amp; Supplies</b>	<b>31,647.29</b>	<b>538.47</b>
<b>5000 Operating Expenses &amp; Services</b>	<b>107,943.36</b>	<b>18,738.04</b>

*Last updated: 1/30/2020*

**Teacher and Administrative Salaries (Fiscal Year 2017—18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



*Last updated: 1/30/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	13