

# Willis Jepson Middle

## 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.



### Adam Wight, Principal

Principal, Willis Jepson Middle

#### About Our School

Thank you for taking the time to learn about Willis Jepson Middle School. The School Accountability Report Card (SARC) is designed to provide you with an overview of our school. As Principal, I am committed to working with our staff and community to provide the best educational experience possible for our students. Our goal at Willis Jepson Middle School is to prepare students for high school success and beyond. We accomplish this by providing students outstanding instruction in the classroom, an outstanding co-curricular program, and support for all students in the areas of academics, behavior and attendance. Jepson is a special school, with historic ties to our town and its citizens. Many of our students currently are children and grandchildren of Jepson graduates. It is my honor to serve our students and community and we thank you for your support of our schools.

#### Contact

*Willis Jepson Middle*  
580 Elder St.  
Vacaville, CA 95688-2531

Phone: 707-453-6280  
E-mail: [adamw@vacavilleusd.org](mailto:adamw@vacavilleusd.org)

## About This School

### Contact Information (School Year 2018—19)

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

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Willis Jepson Middle
<b>Street</b>	580 Elder St.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-2531
<b>Phone Number</b>	707-453-6280
<b>Principal</b>	Adam Wight, Principal
<b>E-mail Address</b>	<a href="mailto:adamw@vacavilleusd.org">adamw@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://jepson.schoolloop.com/">http://jepson.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736060180

*Last updated: 1/14/2019*

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

Willis Jepson Middle School is located 32 miles west of Sacramento nestled in the foothills between the delta region of the Sacramento River and the San Francisco Bay. The 57-year old school serves 930 students in the seventh and eighth grade that are living north of I-80 and west of I-505. Willis Jepson is surrounded by an established residential area and is home to a California native oak restoration project. The staff of Willis Jepson is deeply committed to meeting the academic and social needs of all students.

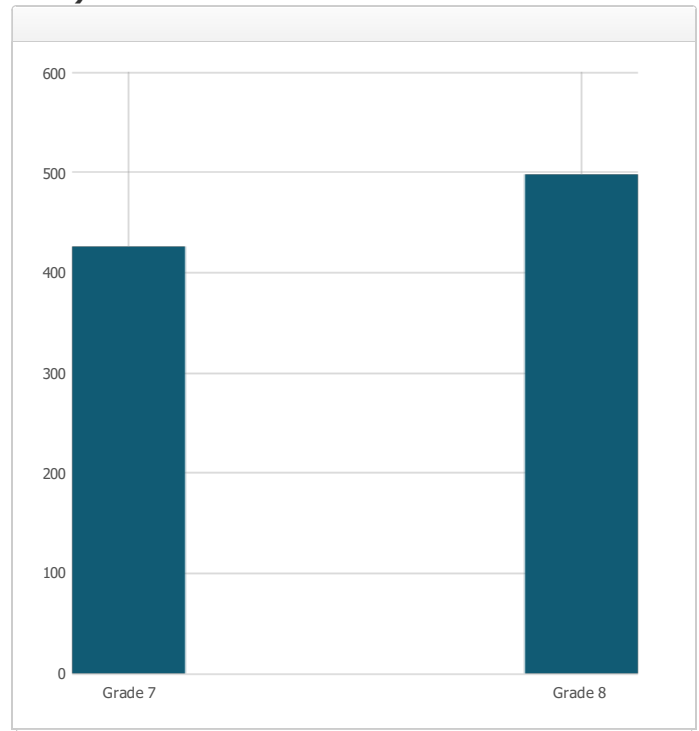
Willis Jepson Middle School's mission statement is:

Through a partnership of students, families, staff, and unity, is to ensure that every student has the skills to build a strong social and academic foundation, in order to continue on into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by dedicated, nurturing staff.

*Last updated: 1/18/2019*

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

Grade Level	Number of Students
Grade 7	426
Grade 8	498
Total Enrollment	924



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.6 %
Asian	2.8 %
Filipino	3.5 %
Hispanic or Latino	38.1 %
Native Hawaiian or Pacific Islander	0.4 %
White	45.1 %
Two or More Races	5.4 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	42.4 %
English Learners	10.1 %
Students with Disabilities	9.6 %
Foster Youth	0.3 %

## A. Conditions of Learning

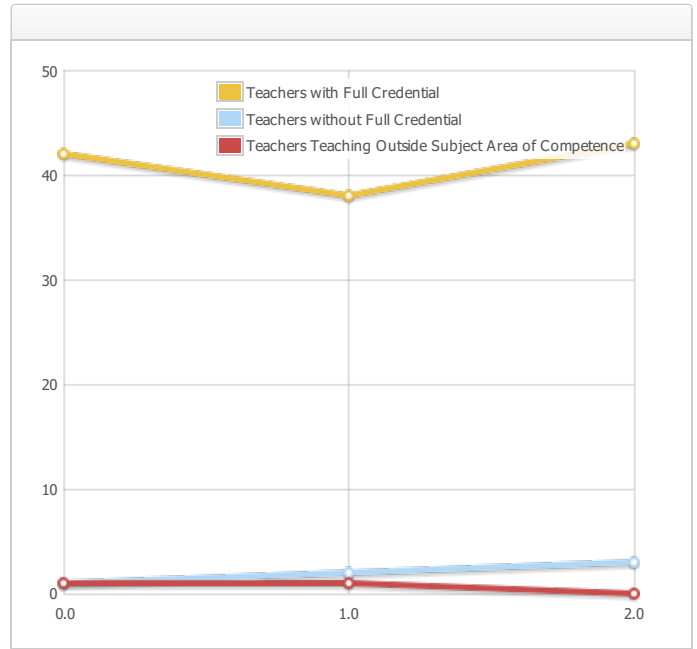
### State Priority: Basic

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

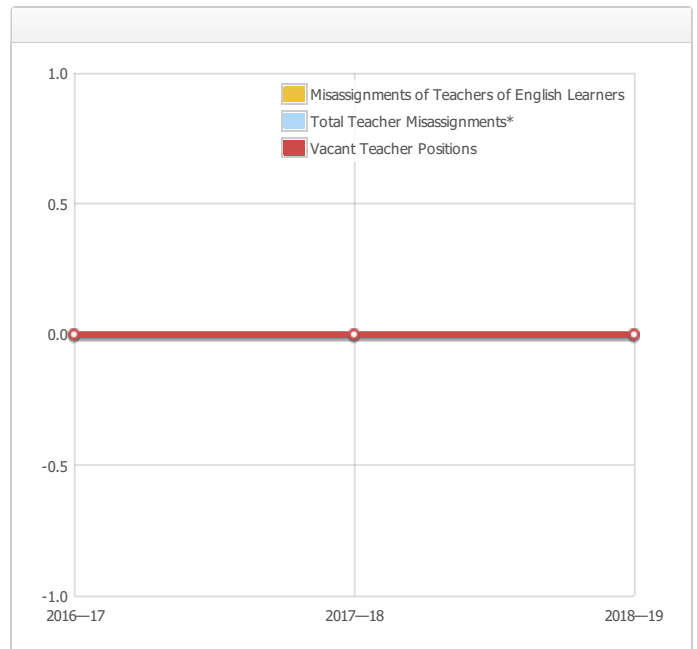
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	42	38	43	593
Without Full Credential	1	2	3	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	0	14



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	SpringBoard (College Board)	Yes	0.0 %
Mathematics	Big Ideas Course 2 (Houghton Mifflin) Math 7 Big Ideas Accelerated (Houghton Mifflin) Math 7XL Big Ideas Course 3 (Houghton Mifflin) Math 8 Integrated Math 1 (CPM)	Yes	0.0 %
Science	McDougal Little Science: Focus on Life Science, Science 7 McDougal Little Science: Focus on Physical, Science 8	Yes	0.0 %
History-Social Science	Gr. 7: World History: Medieval and Early Modern Times (Pearson) Gr. 8: US History: American Stories, Beginnings To World War I (National Geographic)	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: 1/18/2019

## 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. A large modernization project at the site was recently completed. 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: 1/14/2019*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	All unsecured items will be either secured or removed.
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	All faucet and drinking repairs will be made as soon as possible.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> 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: 1/14/2019*

## 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)	51.0%	49.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	44.0%	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: 1/14/2019*

## 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	907	891	98.24%	48.88%
Male	446	438	98.21%	43.48%
Female	461	453	98.26%	54.08%
Black or African American	31	30	96.77%	30.00%
American Indian or Alaska Native	--	--	--	
Asian	25	24	96.00%	58.33%
Filipino	32	31	96.88%	61.29%
Hispanic or Latino	343	338	98.54%	34.12%
Native Hawaiian or Pacific Islander	--	--	--	
White	412	405	98.30%	59.51%
Two or More Races	53	52	98.11%	53.85%
Socioeconomically Disadvantaged	391	386	98.72%	31.17%
English Learners	141	139	98.58%	15.83%
Students with Disabilities	74	72	97.30%	8.33%
Students Receiving Migrant Education Services	21	21	100.00%	14.29%
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: 1/14/2019*



## 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	906	889	98.12%	43.53%
Male	445	436	97.98%	43.12%
Female	461	453	98.26%	43.93%
Black or African American	31	30	96.77%	13.33%
American Indian or Alaska Native	--	--	--	
Asian	25	24	96.00%	54.17%
Filipino	32	31	96.88%	51.61%
Hispanic or Latino	343	337	98.25%	26.41%
Native Hawaiian or Pacific Islander	--	--	--	
White	412	404	98.06%	56.68%
Two or More Races	52	52	100.00%	53.85%
Socioeconomically Disadvantaged	390	386	98.97%	24.61%
English Learners	141	139	98.58%	--
Students with Disabilities	74	72	97.30%	8.33%
Students Receiving Migrant Education Services	21	21	100.00%	23.81%
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: 1/14/2019*

## 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: 1/14/2019

### Career Technical Education (CTE) Programs (School Year 2017–18)

Willis Jepson Middle School offers courses in Career Technical Education (CTE) as a way to better prepare our students for the 21st century world. Courses offered are Foods, Metals, Art, Arts and Crafts, Technology, and Introduction to Robotics. All seventh grade students participate in a quarter of computer technology, which includes instruction in Microsoft Office, Google Drive, safe use of the internet, researching skills, and cyber bullying. Content in the computer courses are tied to the core curriculum topics. Students in grade 7 also receive lessons on career exploration and students in grade 8 receive lessons on high school and college preparation. All CTE course enrollments include students with disabilities, English Language Learners, and students from low socioeconomic households.

Last updated: 1/14/2019

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	802
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/14/2019

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	2.6%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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
7	22.8%	26.2%	20.1%

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: 1/14/2019

## 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)

The opportunities for involvement and support include: Parent Teacher Club, which includes advisory, dance chaperones, fundraising, and helping supervise school-wide activities; School Site Council, English Learner Advisory Committee, Music Boosters, School Safety Committee, 6th Grade Parent Orientation meetings and the Vacaville Public Education Foundation. Communication is made through the School Loop program, email, and a global calling system.

# State Priority: Pupil Engagement

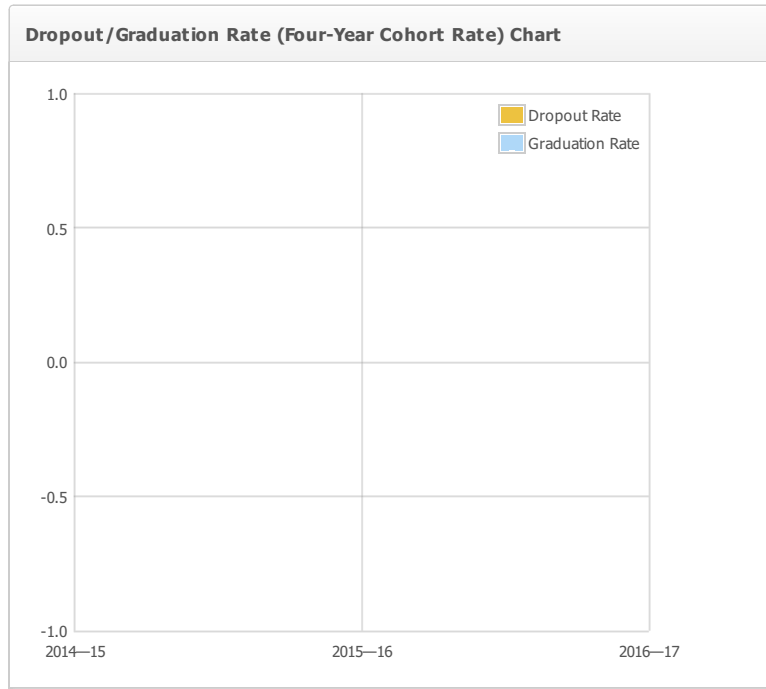
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/14/2019

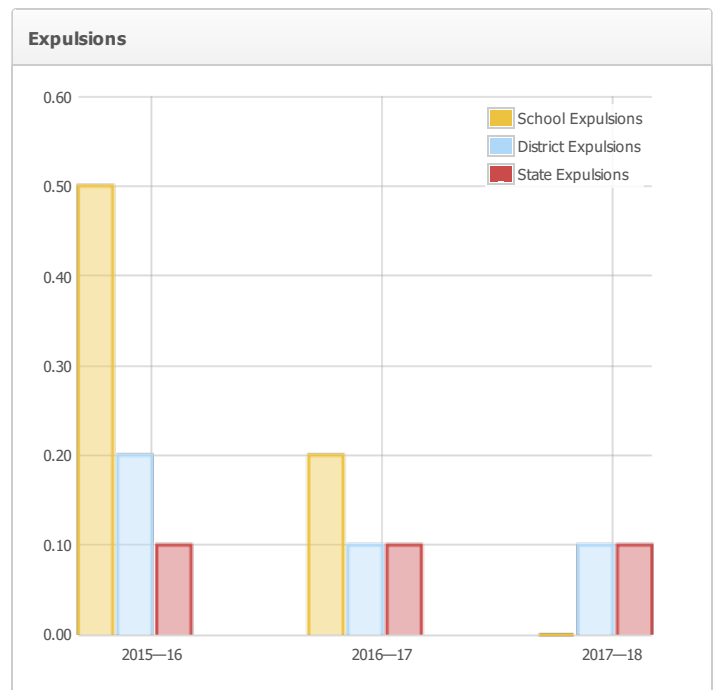
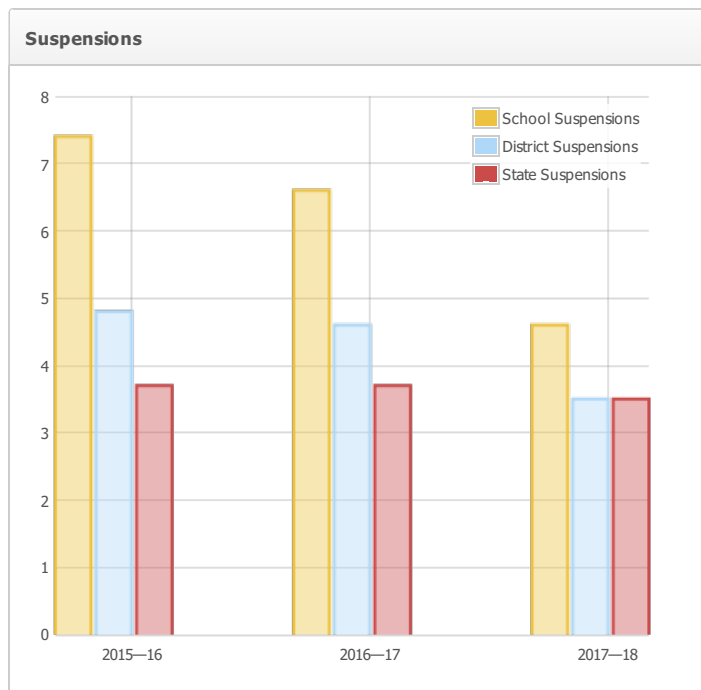
# State Priority: School Climate

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	7.4%	6.6%	4.6%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.5%	0.2%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/14/2019

## School Safety Plan (School Year 2018—19)

The Willis Jepson Middle School Site Council approved the updated and revised Comprehensive School Safety Plan on February 13, 2019. The School Safety Committee met on January 22, 2019, to analyze the needs assessment of current status of school safety on campus and at school-related functions, and developed strategies for improvement. The committee identified two goals to address the data from the site needs assessment – to continue to refine the school wide Standard Response Protocol emergency preparedness system, and to improve the support of students with social and emotional concerns.

To address this goal, administration has trained teachers, students and parents on the Vacaville Unified School District’s newly adopted Standard Response Protocol. The protocol is in its fifth year of use, and continues to be refined as practice drills reveal needs in certain scenarios. The protocol uses common terminology across the district to direct teacher and student responses to emergency situations. The school’s safety drill schedule was updated to reflect the new terminology, and to practice emergency responses in a variety of situations. Additionally, each classroom received a portable lockdown safety kit, which affords the ability for students to use the bathroom during a prolonged lockdown, if they cannot leave the classroom. This year we have re-emphasized our anonymous text line, which enables students to send information anonymously to the School Resource Officer.

To address the second goal, in partnership with the School Resource Officer and the school counselors, we began a gender based social and emotional counseling group. Using the training and curriculum from One Circle Foundation, the school established two support groups intended to teach students empowerment and self-advocacy skills. The gender specific strategies allow facilitators to target specific needs, based on what we know about the different collaborative styles of boys and girls.

Last updated: 1/14/2019

## **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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	14	20	9
Mathematics	24.0	12	18	10
Science	28.0	6	14	14
Social Science	25.0	11	22	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	16	23	3
Mathematics	24.0	11	18	8
Science	28.0	3	23	6
Social Science	25.0	10	24	1

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	12	16	11
Mathematics	26.0	8	19	9
Science	29.0	3	20	9
Social Science	27.0	5	24	4

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/14/2019*



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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	467.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	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)**

<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	\$6271.6	\$616.4	\$5655.2	\$71447.0
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-18.8%	3.8%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-15.0%	-11.5%

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

*Last updated: 1/24/2019*

## Types of Services Funded (Fiscal Year 2017—18)

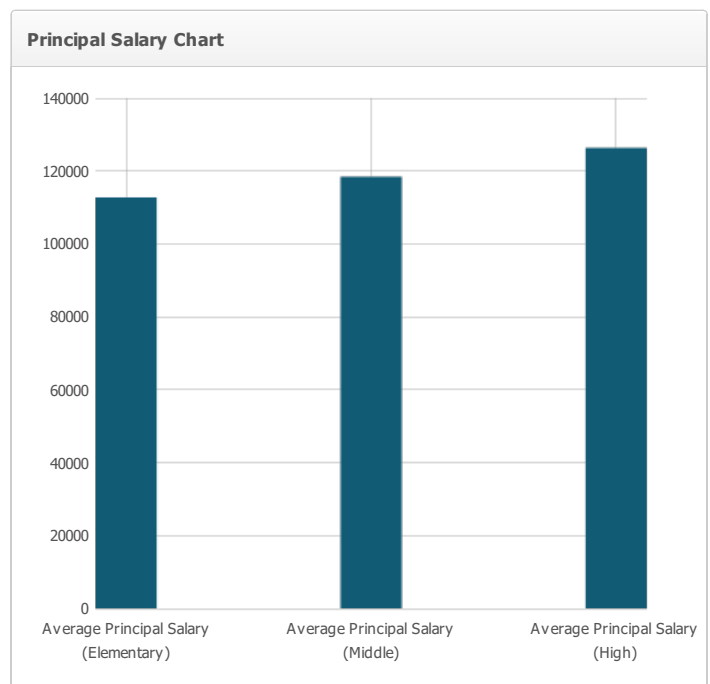
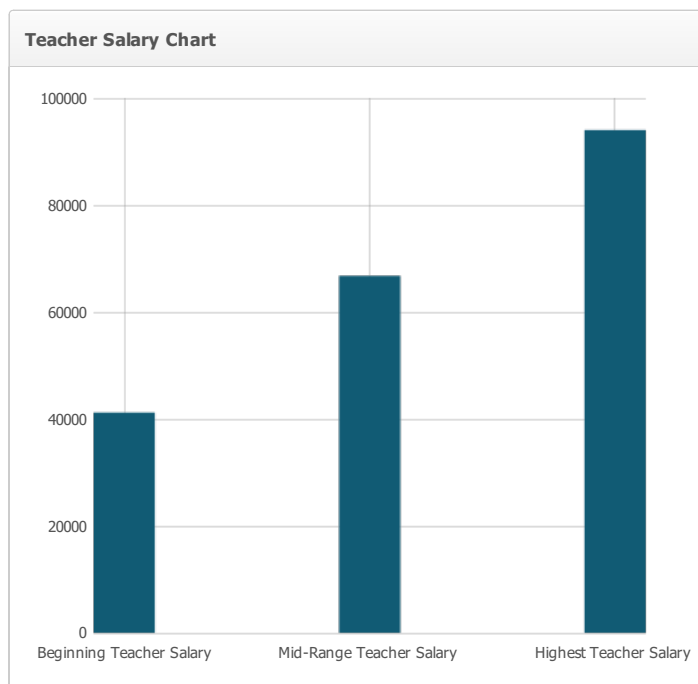
	Unrestricted	Restricted
1000 Certificated Salaries	3,012,693.44	380,846.89
2000 Classified Salaries	497,789.55	21,340.52
3000 Benefits	1,074,141.45	113,923.93
4000 Materials & Supplies	34,471.11	13,633.42
5000 Operating Expenses & Services	272,494.36	3,871.17
Less Object 3701-3702	(114,952.66)	(13,128.05)
Less Unrestricted Lottery	(1,391.69)	
<b>Total:</b>	<b>4,775,245.56</b>	<b>520,487.88</b>

Last updated: 1/24/2019

## 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/>.



Last updated: 1/14/2019

## Professional Development

Willis Jepson Middle School is continuously involved in ongoing professional development at both the school site and district level. The school is currently in the

eighth year of professional development regarding second language learners and struggling students. Focus has been on first good teaching strategies including academic vocabulary, explicit vocabulary instruction, student engagement strategies, and reading strategies. This year the emphasis has been on learning about the Universal Design for Learning, or UDL.

Teachers participate in curricular area professional development with their peers and also take part in Professional Learning Communities, where they have the opportunity to collaborate with colleagues on student data and best practices.

Teachers also have the opportunity at the district level in the areas of Mathematics and History to meet and work with UC Davis Math and History projects. This year the Math professional development model has introduced the teachers to alternative strategies of math instruction. In addition, a site team, including administration, attended AVID Summit training, learning about AVID strategies and the elective.

*Last updated: 1/18/2019*