

## Willis Jepson Middle

# 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.



### Ana Farina, Assistant Principal

Principal, Willis Jepson Middle

#### About Our School

I am excited to begin my fourth year as Principal at Willis Jepson Middle School. I began my career in Vacaville Unified School District in 2002 as a teacher at Vacaville High School, where I taught English. After thirteen years of teaching and coaching, I became the Assistant Principal at Willis Jepson Middle School, and remained in that role for two years. In 2015, I was appointed Principal, and it has been my pleasure to serve here ever since. I am truly blessed to work with a staff that is dedicated to the academic and social growth of so many wonderful students. One walk through the halls and it is apparent that Jepson is a caring community, where students thrive.

#### Contact

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

Phone: 707-453-6280  
Email: [adamw@vacavilleusd.org](mailto:adamw@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>	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>	Ana Farina, Assistant Principal
<b>Email Address</b>	<a href="mailto:adamw@vacavilleusd.org">adamw@vacavilleusd.org</a>
<b>Website</b>	<a href="http://jepson.schoolloop.com/">http://jepson.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736060180

*Last updated: 1/13/2020*

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

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.

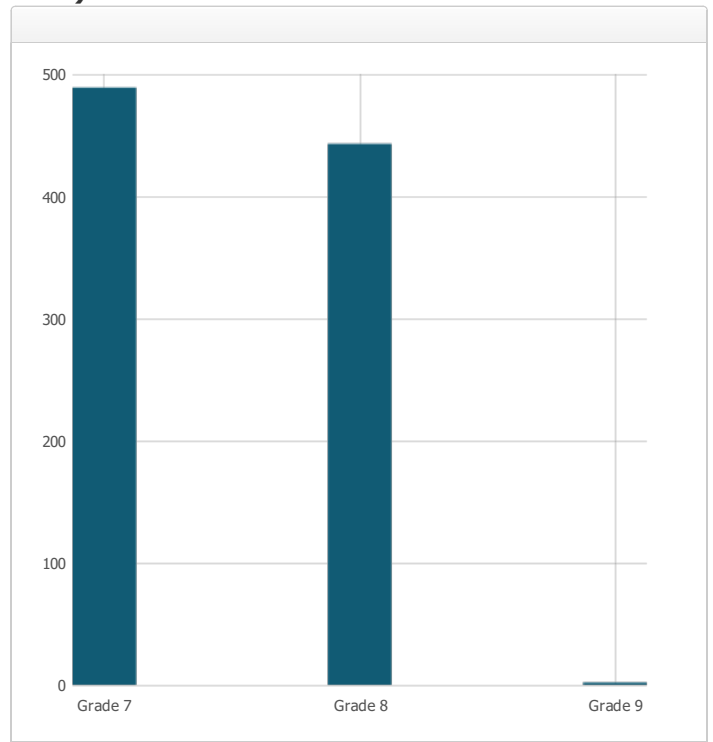
Willis Jepson Middle School's mission statement is:

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: 1/13/2020*

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

Grade Level	Number of Students
Grade 7	489
Grade 8	443
Grade 9	2
Total Enrollment	934



Last updated: 1/13/2020

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

Student Group	Percent of Total Enrollment
Black or African American	3.10 %
American Indian or Alaska Native	0.60 %
Asian	2.50 %
Filipino	2.00 %
Hispanic or Latino	39.20 %
Native Hawaiian or Pacific Islander	0.40 %
White	45.60 %
Two or More Races	6.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.60 %
English Learners	6.60 %
Students with Disabilities	11.80 %
Foster Youth	0.60 %
Homeless	0.60 %

## A. Conditions of Learning

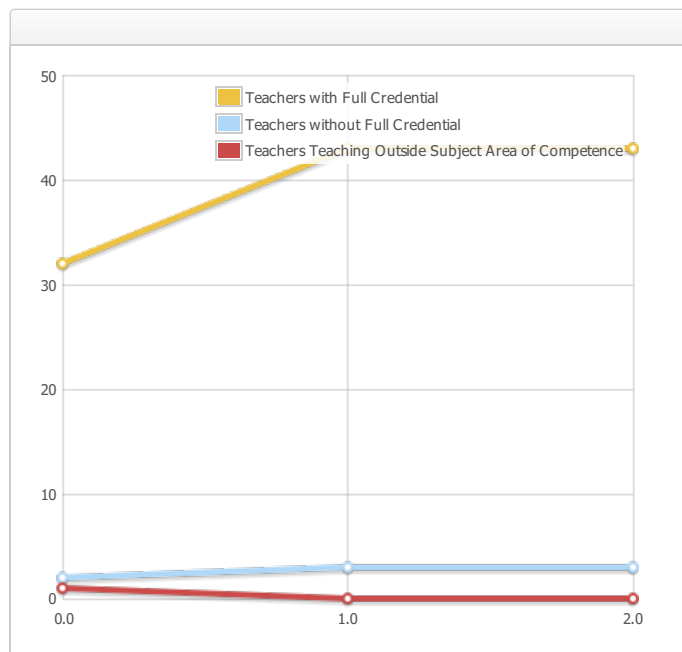
### State Priority: Basic

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

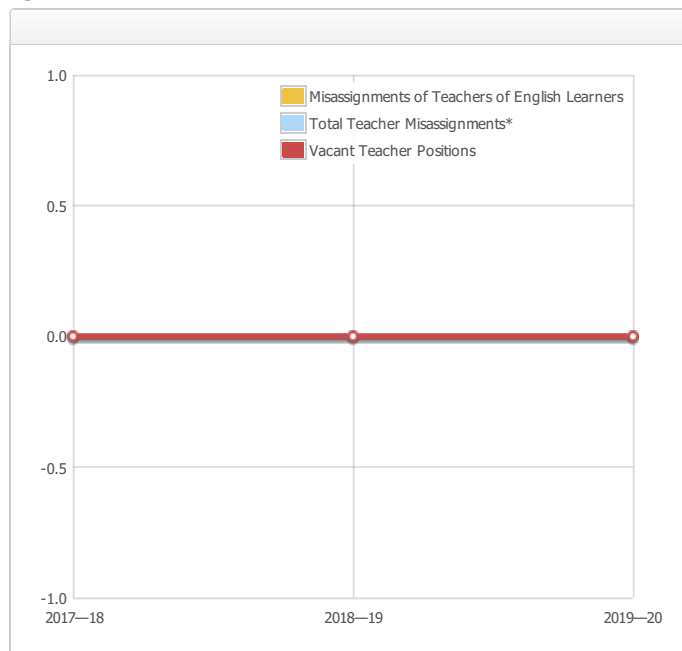
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	32	43	43	583
Without Full Credential	2	3	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	0	0	14



Last updated: 1/27/2020

#### 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: 1/13/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Gr. 7-8 Springboard, College Board	Yes	0.00 %
Mathematics	Gr. 7-8 Big Ideas Math, Houghton Mifflin  Gr. 8 (Accelerated) CoreConnections Integrated Math, CPM	Yes	0.00 %
Science	Gr. 7 Amplify Middle School: Life Science Amplify Education  Gr. 8 Amplify Middle School: Physical Science Amplify Education	Yes	0.00 %
History-Social Science	Gr. 7 Medieval and Early Modern Times - CA Edition Pearson Education  Gr. 8 American Stories: Beginnings to World War 1 National Geographic Learning	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			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: 1/24/2020

## School Facility Conditions and Planned Improvements

- Willis Jepson Middle School is maintained in a safe and clean condition. Procedures are in place to ensure regular cleaning and routine maintenance services are performed.
- Willis Jepson 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: 1/27/2020*

## 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	99.35% Exhaust fans repaired
<b>Interior:</b> Interior Surfaces	Poor	63.11% Broken, stained and/or loose ceiling tiles to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	98.60% Items stored too high have been removed.
<b>Electrical:</b> Electrical	Fair	85.44% Electrical covers have been replace.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	96.34% Broken handles, leaks and flow issues have been repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	98.60% Paint issues resolved.
<b>Structural:</b> Structural Damage, Roofs	Good	99.52% Dry rot to be repaired Summer 2020.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	97.67% Window screens replaced. Ramp to be repainted Spring 2020.

## Overall Facility Rate

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

Overall Rating	Good
----------------	------

*Last updated: 1/27/2020*

## 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)	49.0%	50.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	44.0%	42.0%	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: 1/13/2020*

**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	915	901	98.47%	1.53%	50.06%
Male	477	469	98.32%	1.68%	45.20%
Female	438	432	98.63%	1.37%	55.32%
Black or African American	27	25	92.59%	7.41%	28.00%
American Indian or Alaska Native	--	--	--	--	
Asian	23	23	100.00%	0.00%	52.17%
Filipino	18	17	94.44%	5.56%	58.82%
Hispanic or Latino	355	351	98.87%	1.13%	35.33%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	421	415	98.57%	1.43%	62.65%
Two or More Races	61	60	98.36%	1.64%	50.00%
Socioeconomically Disadvantaged	383	377	98.43%	1.57%	31.03%
English Learners	140	137	97.86%	2.14%	11.68%
Students with Disabilities	102	98	96.08%	3.92%	10.20%
Students Receiving Migrant Education Services	18	18	100.00%	0.00%	22.22%
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: 1/13/2020*



**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	914	901	98.58%	1.42%	41.73%
Male	476	469	98.53%	1.47%	41.58%
Female	438	432	98.63%	1.37%	41.90%
Black or African American	27	24	88.89%	11.11%	33.33%
American Indian or Alaska Native	--	--	--	--	
Asian	23	23	100.00%	0.00%	43.48%
Filipino	18	17	94.44%	5.56%	52.94%
Hispanic or Latino	354	352	99.44%	0.56%	28.13%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	421	415	98.57%	1.43%	52.29%
Two or More Races	61	60	98.36%	1.64%	45.00%
Socioeconomically Disadvantaged	382	378	98.95%	1.05%	22.22%
English Learners	140	139	99.29%	0.71%	10.07%
Students with Disabilities	102	98	96.08%	3.92%	10.20%
Students Receiving Migrant Education Services	18	18	100.00%	0.00%	22.22%
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: 1/13/2020*

**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: 1/13/2020*

### **Career Technical Education (CTE) Programs (School Year 2018—19)**

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.

# 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
7	24.60%	28.00%	18.00%

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: 1/27/2020

## 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)

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

*Last updated: 1/13/2020*

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	6.60%	4.50%	7.90%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/27/2020*

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

The Willis Jepson Middle School Site Council approved the updated and revised Comprehensive School Safety Plan on December 2, 2019.

All staff members are provided with and wear a photo identification card. All visitors must check in at the front office and wear a Visitor Pass while they remain on campus. Individuals who do not belong on campus are reported immediately to administration.

Jepson has 1 full-time Campus Supervisor and 3 part-time Campus Supervisors on a daily basis to assist in the supervision of our student body. These campus supervisors are trained in conflict mediation strategies, identifying levels of behavior, and deescalating strategies in order to maintain a safe campus. In addition to Campus Supervisors, Jepson Middle School is fortunate to have a Vacaville Police presence on campus with a School Resource Officer (Officer Dale Hogg). Jepson also benefits from having an extension of the Youth Services Unit of Vacaville Police Department. Students are able to access crucial mental health support via interns provided by Youth Services.

On a monthly basis Jepson Middle School conducts practice drills on a variety of threats such as fire, intruder on campus, etc. Jepson staff is trained on our Standard Response Protocol. Students are also provided with training as to how to respond should a threat or emergency occur on campus via presentations during Study Hall. Staff have also been trained in Trauma, Mandated Reporting, Stop the Bleed, etc. In addition, there is also a Health Clerk and Nurse on campus. Jepson Middle School has a School Psychologist and a Mental Health Clinician who support the social-emotional needs of our students. Our counseling staff and administrators continue to get ASIST (Applied Suicide Intervention Skills Training) trained in an effort to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Students take a Resiliency Survey that helps staff identify students that may need support and resources.

Jepson has an anonymous tip line in which students, staff, and community members may report any suspicious activity or report any issues on campus. The SRO (School Resource Officer) acts accordingly to investigate all tips received. All stakeholders may also report harassment and other issues via our website or in person when filling out an Incident Report.

Jepson has identified evacuation sites on and off campus in conjunction with police. Jepson Administrators meet with the Vacaville Police Department on a monthly basis to share information.

Recently, Jepson underwent modernization which included a security camera system and ADA updates on campus.

*Last updated: 1/27/2020*

## **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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	22.00	16	23	3
Mathematics	24.00	11	18	8
Science	28.00	3	23	6
Social Science	25.00	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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	12	16	11
Mathematics	26.00	8	19	9
Science	29.00	3	20	9
Social Science	27.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	12	18	9
Mathematics	26.00	10	15	11
Science	28.00	4	18	11
Social Science	29.00	5	18	9

\* 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: 1/13/2020*

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

Title	Ratio**
Counselors*	467.00

\*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: 1/13/2020*

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.20
Social Worker	
Nurse	0.60
Speech/Language/Hearing Specialist	1.15
Resource Specialist (non-teaching)	
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: 1/27/2020*



**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	\$5950.70	\$354.64	\$5596.06	\$72469.37
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-21.99%	5.37%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-25.45%	-13.19%

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

*Last updated: 1/27/2020*

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

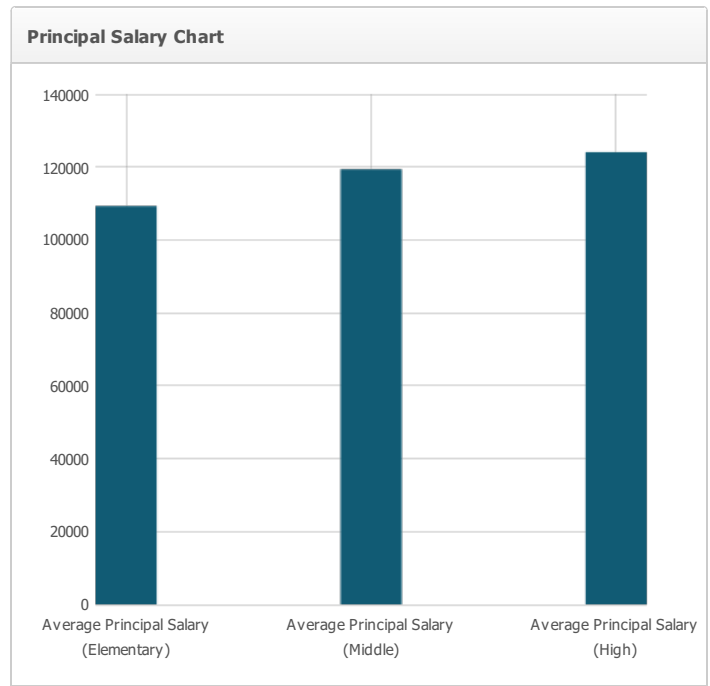
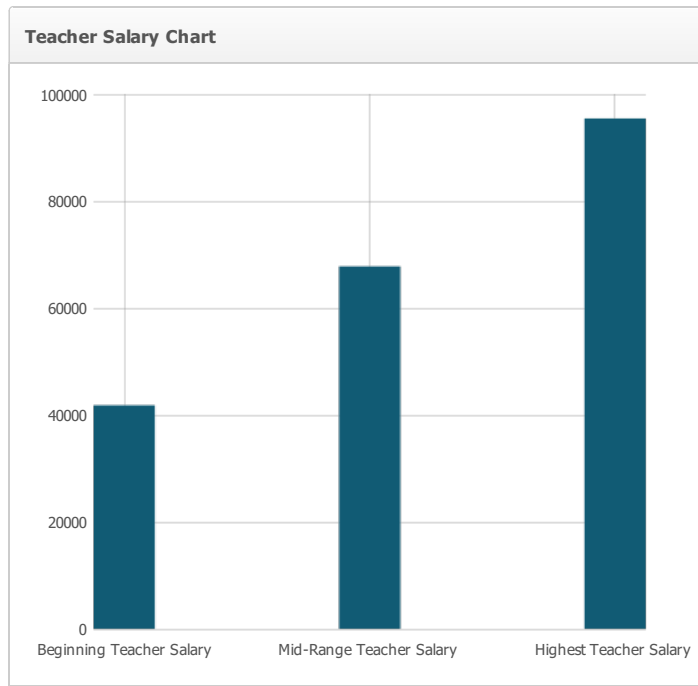
<b>Object</b>	<b>Unrestricted</b>	<b>Restricted</b>
<b>1000 Certificated Salaries</b>	<b>2,965,614.62</b>	<b>224,521.00</b>
<b>2000 Classified Salaries</b>	<b>497,138.93</b>	<b>6,311.88</b>
<b>3000 Benefits</b>	<b>1,108,215.87</b>	<b>81,012.92</b>
<b>4000 Materials &amp; Supplies</b>	<b>71,867.58</b>	<b>2,457.63</b>
<b>5000 Operating Expenses &amp; Services</b>	<b>256,629.16</b>	<b>75.00</b>

*Last updated: 1/27/2020*

### 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: 1/13/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/13/2020*

**Professional Development**

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