

# Edwin Markham 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.



### Rafael Soler, Principal

Principal, Edwin Markham Elementary

#### About Our School

At Markham we believe that every student can and will learn. For us, success is measured by our ability to connect with the whole child in every one of our students. Our teachers are passionate about instruction and student engagement. Most of the staff is trained in GLAD, Guided Language Acquisition and Design which is a set of strategies that highly engage learners of all levels. Students are taught through thematic units. We also have a strong reflective cycle to inform our professional practice. Teachers meet three to four times a year to review test data and design intervention plans for students not meeting benchmark expectations. Those interventions include targeted small group instruction before, during and after school. At those meetings the groups are reviewed and students are moved according to their academic growth. Markham is a school with a very positive school climate. There are clear school rules: be safe; be respectful; be responsible and a strong system of rewards. Students earn PAW pride tickets for positive good behavior, and Good News referrals for making good choices and exhibiting our character traits. Students earning PAW pride tickets can use them to purchase fun toys and items at the PAW shop. Students earning Good News referrals get a call home from the administration, are recognized at morning announcements, and receive a prize. Our school counselor conducts one on one and group counseling which helps our students experiencing social and emotional challenges. Markham is also the home of very involved parent groups such as the PTO and SPICE board. Both groups work hard to make Markham a fun place to be. They conduct our annual Harvest Festival, Dia de los Muertos, Cesar Chavez and Multicultural festivals. At each festival there are fun activities for students and a lot of food! At the most recent Harvest Festival we had up to 1000 families, friends, and community members in attendance. Parents receive communication from the school via phone call, email, and text every week. The School Site Council meets 4 to 5 times a year after school and the school ELAC committee meets 4 times a year. Both groups participate in the review and development of the Single Plan for Student Achievement.

#### Contact

Edwin Markham Elementary  
101 Markham Ave.  
Vacaville, CA 95688-2312

Phone: 707-453-6230  
E-mail: [rafaels@vacavilleusd.org](mailto:rafaels@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>	Edwin Markham Elementary
<b>Street</b>	101 Markham Ave.
<b>City, State, Zip</b>	Vacaville, Ca, 95688-2312
<b>Phone Number</b>	707-453-6230
<b>Principal</b>	Rafael Soler, Principal
<b>E-mail Address</b>	<a href="mailto:rafaels@vacavilleusd.org">rafaels@vacavilleusd.org</a>
<b>Web Site</b>	<a href="http://markham.schoolloop.com/">http://markham.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736051296

Last updated: 1/3/2019

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

Markham Elementary School is a school of approximately 900 students located in Vacaville, California. Grade levels at Markham include TK-6th grade. Markham is also home to the district's Dual Immersion Program- SPICE (Spanish/English Peer Immersion and Cultural Education). The SPICE Program comprises about half the student population. Other students are in the regular program provided district wide.

#### School wide Goals

- Increase academic proficiency in all subject areas with a rigorous approach to critical thinking.
- Increase English Language proficiency for all EL learners.
- Increase character development through MTSS (Multiple Tier Support Systems) and instill in students the self-confidence to succeed.

#### Benefits

- Students will become confident thinkers capable of working through problems.
- Students will become reclassified as fully proficient in Listening, Speaking, Reading and Writing in English.
- Students will develop self-confidence and will have the tools to solve conflicts peaceably.

#### The SPICE program is TK-6 and is a dual immersion program.

The Dual Immersion program combines students from two language groups and teaches them in both of their languages. The program includes balanced numbers of English, Spanish and Bilingual speaking students.

At first, students are taught most the day in Spanish. Gradually, the language of instruction shifts until by the 5th grade, 50% of the day is in Spanish and 50% of the day is in English. Throughout, students help each other to speak, read, write and understand one another's language.

#### Program Goals:

- Students will gain proficiency in both Spanish and English
- Positive self-esteem, cultural awareness and sensitivity
- Academic achievement in Spanish and English

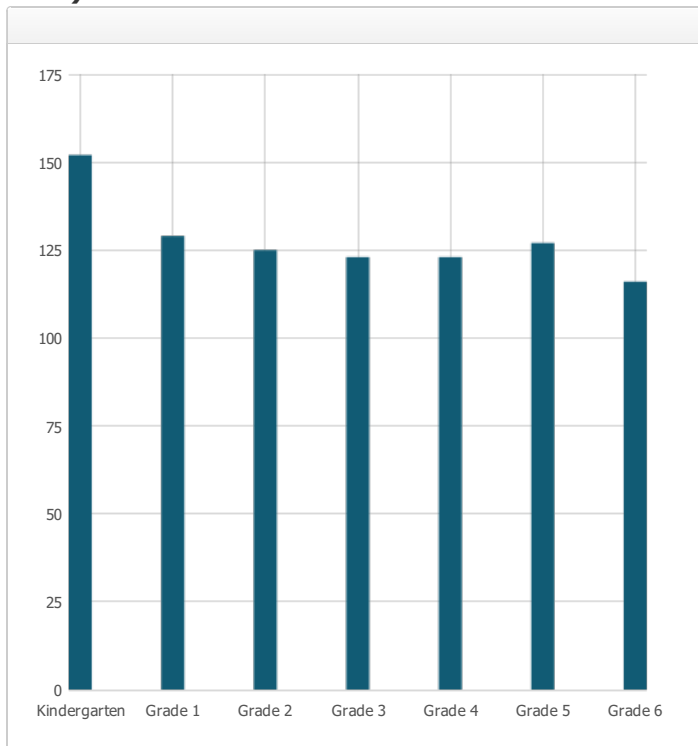
#### Benefits:

- Bilingual Enrichment Program
- Students gain a new language
- High Academic Achievement



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

Grade Level	Number of Students
Kindergarten	152
Grade 1	129
Grade 2	125
Grade 3	123
Grade 4	123
Grade 5	127
Grade 6	116
<b>Total Enrollment</b>	<b>895</b>



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	5.4 %
American Indian or Alaska Native	0.6 %
Asian	1.0 %
Filipino	2.2 %
Hispanic or Latino	73.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	12.7 %
Two or More Races	3.1 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	74.3 %
English Learners	47.2 %
Students with Disabilities	7.0 %
Foster Youth	%

## A. Conditions of Learning

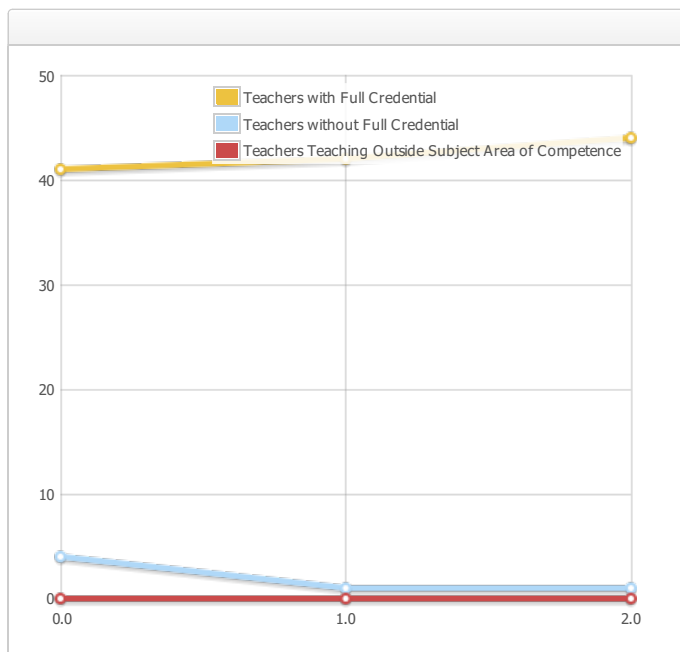
### State Priority: Basic

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

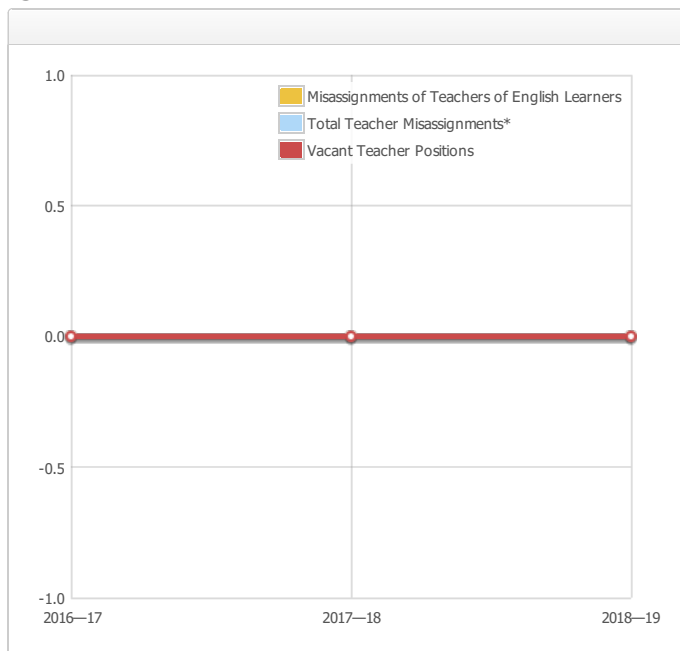
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	41	42	44	593
Without Full Credential	4	1	1	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



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

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus (Houghton Mifflin) Gr. K Go Math! CA (Houghton Mifflin) Gr. 1-6	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science (Houghton Mifflin) Gr. K-5 Ancient Civilizations CA Edition (Glencoe) Gr.6	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: 1/3/2019

## School Facility Conditions and Planned Improvements

This school has a lower percentage at 85.25% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.  
Beginning the Summer of 2019 Markham Elementary will be undergoing a complete modernization project. The bulk of the deficiencies will be eliminated throughout the construction process of the modernization project.

*Last updated: 1/3/2019*

## 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	Fair	All unsecured items will be either secured or removed.
<b>Electrical:</b> Electrical	Fair	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	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
----------------	------

*Last updated: 1/3/2019*



## 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)	35.0%	38.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	27.0%	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	497	486	97.79%	38.07%
Male	259	249	96.14%	34.94%
Female	238	237	99.58%	41.35%
Black or African American	24	24	100.00%	25.00%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	15	15	100.00%	66.67%
Hispanic or Latino	381	371	97.38%	34.23%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	67.92%
Two or More Races	15	14	93.33%	35.71%
Socioeconomically Disadvantaged	397	388	97.73%	32.73%
English Learners	277	268	96.75%	27.99%
Students with Disabilities	39	39	100.00%	--
Students Receiving Migrant Education Services	22	21	95.45%	47.62%
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	497	495	99.60%	26.67%
Male	259	257	99.23%	26.46%
Female	238	238	100.00%	26.89%
Black or African American	24	24	100.00%	12.50%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	15	15	100.00%	53.33%
Hispanic or Latino	381	379	99.48%	22.96%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	56.60%
Two or More Races	15	15	100.00%	13.33%
Socioeconomically Disadvantaged	397	395	99.50%	19.75%
English Learners	277	276	99.64%	19.20%
Students with Disabilities	39	39	100.00%	--
Students Receiving Migrant Education Services	22	22	100.00%	18.18%
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**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</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: 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*

# 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	20.6%	26.2%	30.2%

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)

Markham Elementary provides parents with the following ways to become involved in school activities:

#### General

- PTO
- Spice Board-SPICE
- School Site Council
- English Language Advisory Committee
- Back to School Night
- Fall Festival
- Dia de los Muertos
- Halloween Parade
- Holidays Around
- Monthly Coffee with the Principal
- School Art Show
- Glorious Gal Dance
- Favorite Fellas Dance
- Beach Day
- Yearly Jog-a-thon

#### Academic

- SST/IEP meetings
- Math, Reading, and Science Nights

- Parent Teacher Conferences Fall/Spring

To Contact the PTO email: [markhampto@gmail.com](mailto:markhampto@gmail.com)

To Contact the Spice Board email: [markhamspace@gmail.com](mailto:markhamspace@gmail.com)

# State Priority: Pupil Engagement

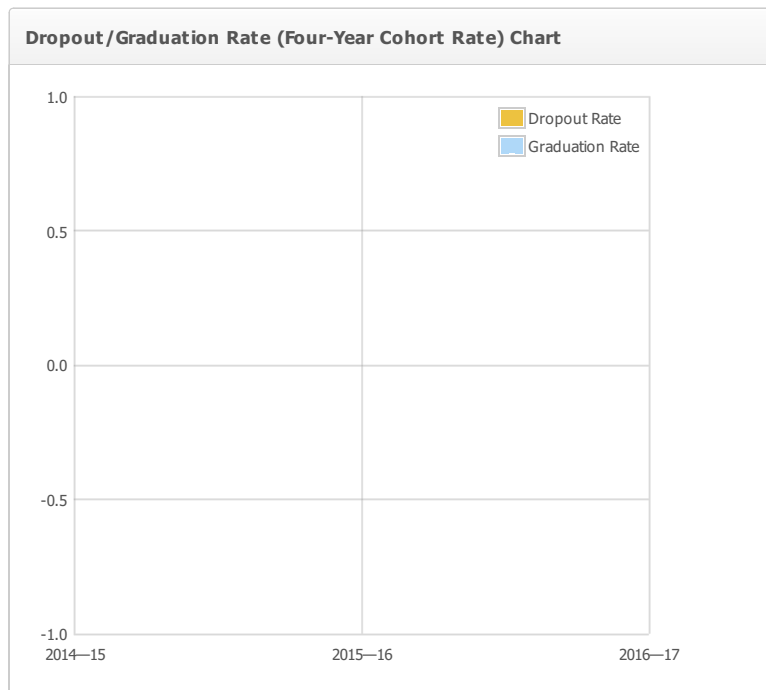
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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

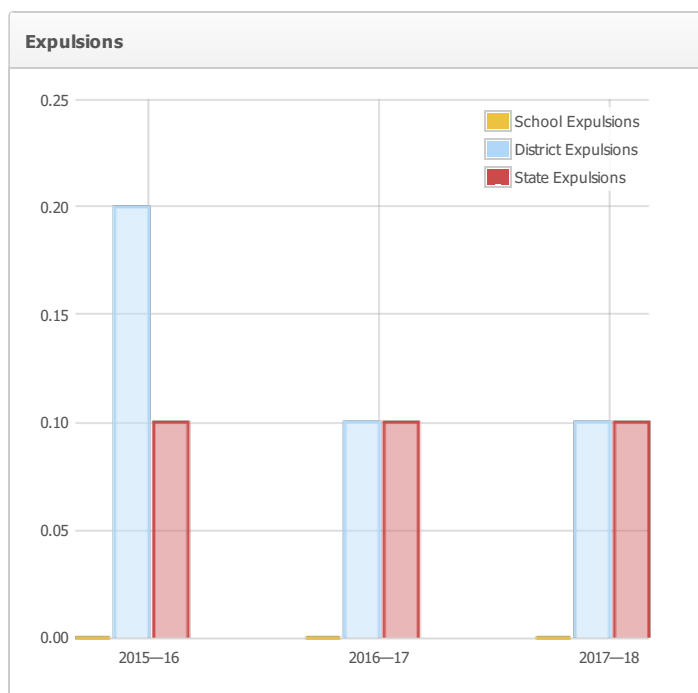
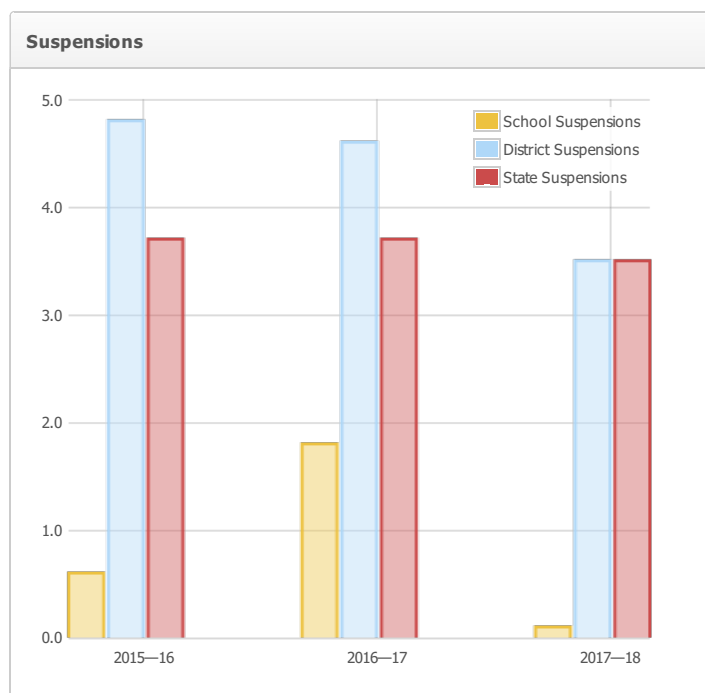
# State Priority: School Climate

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	0.6%	1.8%	0.1%	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: 1/14/2019

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

School Safety Plan (School Year 2018—19)

The School Safety Plan was reviewed, updated, and discussed by the faculty and student representatives in December 2016.

Markham School began implementing Positive Behavior Interventions and Supports (PBIS) during the 2015-2016 school year and reached full implementation in 2018. The staff continues to address school climate through Multiple Tier Support Systems. The school is in the first year of implementation of MTSS. Currently, three school rules have been created by school staff.

1. Be Safe.
2. Be Respectful
3. Be Responsible.

These rules are taught school-wide, and signage is posted throughout the school site in both English and Spanish. A Character Development framework has also been developed and is taught to students a minimum of 15 minutes weekly in every classroom. Students receive positive reinforcement for following the three rules and showing character traits through the 5-STAR system and monthly student recognition assemblies.

Students, families and staff are also trained on our district's Standard Response Protocol and are aware of how to react during a Lockdown, Lockout, Shelter in Place, and Evacuation. Our site is also preparing to make renovations to our facilities and we are improving our site currently by ensuring our pavement is even in our problem areas, installed lighting in the back of the school, and have plans to repaint the parking lot areas of the school. Markham staff is committed to continuing the work to ensure our students, families, and site are safe and will continue to address any concerns of safety on our campus.



*Last updated: 1/3/2019*

## 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	24.0	2	5	
1	25.0		5	
2	26.0		5	
3	23.0	1	5	
4	30.0		2	2
5	28.0		4	
6	29.0		4	
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	6	
1	25.0		5	
2	22.0		5	
3	22.0	1	5	
4	25.0		5	
5	30.0		2	2
6	28.0		4	
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	22.0	2	5	
1	22.0	2	4	
2	25.0		5	
3	25.0		5	
4	25.0		5	
5	25.0		5	
6	29.0		3	1
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: 1/14/2019

**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	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.0	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	2.0	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	\$6025.9	\$845.6	\$5180.2	\$61686.4
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-29.7%	-11.4%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-23.7%	-29.2%

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

*Last updated: 1/24/2019*

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

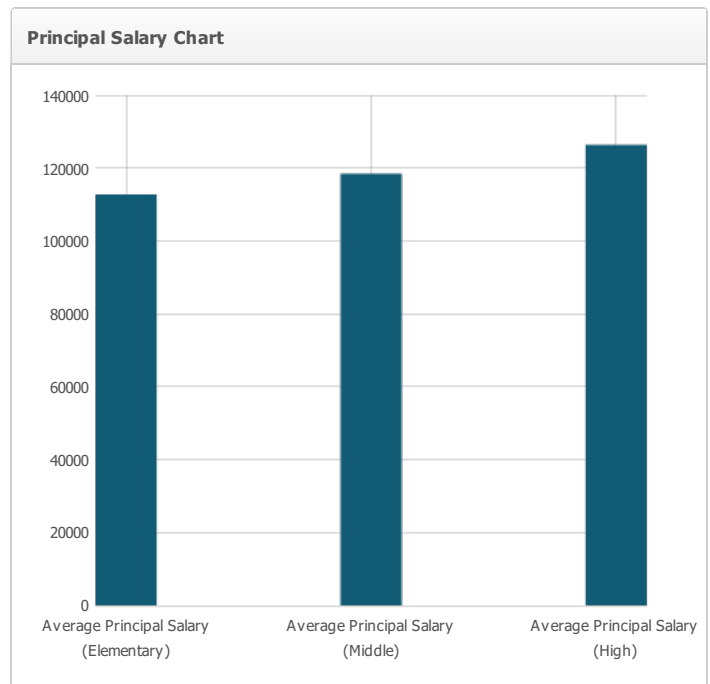
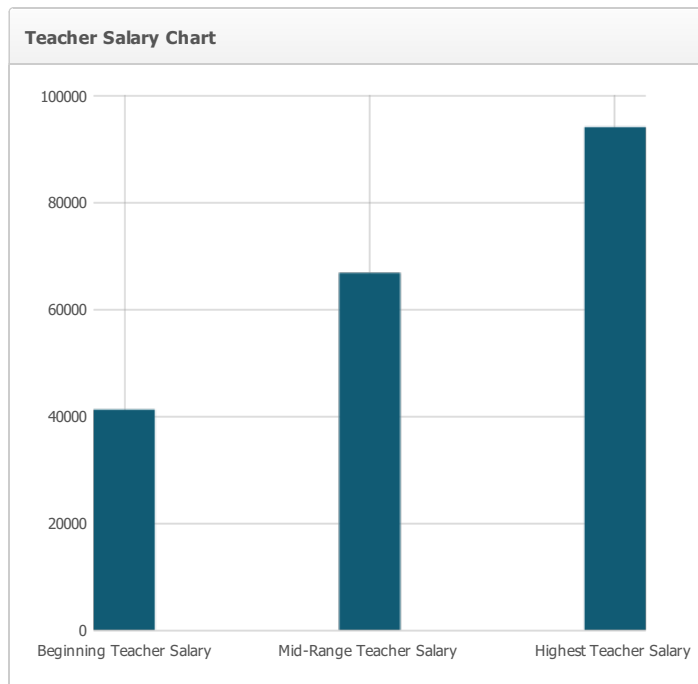
	Unrestricted	Restricted
1000 Certificated Salaries	2,701,555.24	333,701.27
2000 Classified Salaries	451,053.76	147,254.87
3000 Benefits	1,056,600.72	138,910.96
4000 Materials & Supplies	50,260.29	9,588.91
5000 Operating Expenses & Services	137,224.83	86,810.00
Less Object 3701-3702	(102,452.16)	(15,638.59)
Less Unrestricted Lottery	(2,153.17)	
<b>Total:</b>	<b>4,292,089.51</b>	<b>700,627.42</b>

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/>.



Last updated: 1/14/2019

### Professional Development

Vacaville Unified has a yearly district wide plan for teacher professional development. These trainings have included: Being A Writer and Foss Science. Above and beyond the district trainings, Markham Elementary School teachers have received training in the following areas:

1. Guided Language Acquisition and Design (GLAD).
2. I-Station-English Language Arts intervention software
3. Math Professional Development
4. English Language Arts Professional Development
5. Guided Reading
6. Google Classroom

The primary focus of our trainings have been in Writing, Science, English Language Arts, Math and English Language Development. All trainings occur during the first days before school begins and then during the school day and after school once school begins in August.

*Last updated: 1/3/2019*