

Edwin Markham 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.



Jose Bermudez, 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 Guided Language Acquisition and Design (GLAD) which is a set of strategies that highly engage learners of all levels. Students are taught through thematic units. In addition, Markham Elementary Staff is receiving coaching on delivering a strong integrated and designated English Language Development (ELD) program with GLAD supports. 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 a very involved Parent Teacher Organization (PTO). The PTO works 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 close to 1000 families, friends, and community members in attendance. Parents receive communication from the school via phone call, email, newsletter and text every week (in both Spanish and English). The School Site Council meets 4 to 5 times a year after school and the school English Learner Advisory Committee (ELAC) 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

Email: jbermudez@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
School Name	Edwin Markham Elementary
Street	101 Markham Ave.
City, State, Zip	Vacaville, Ca, 95688-2312
Phone Number	707-453-6230
Principal	Jose Bermudez, Principal
Email Address	jbermudez@vacavilleusd.org
Website	http://markham.schoolloop.com/
County-District-School (CDS) Code	48705736051296

Last updated: 1/29/2020

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

Markham Elementary School is a school of approximately 950 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. Markham is one of the oldest schools in the district and is representative of the community it serves.

School Wide Goals

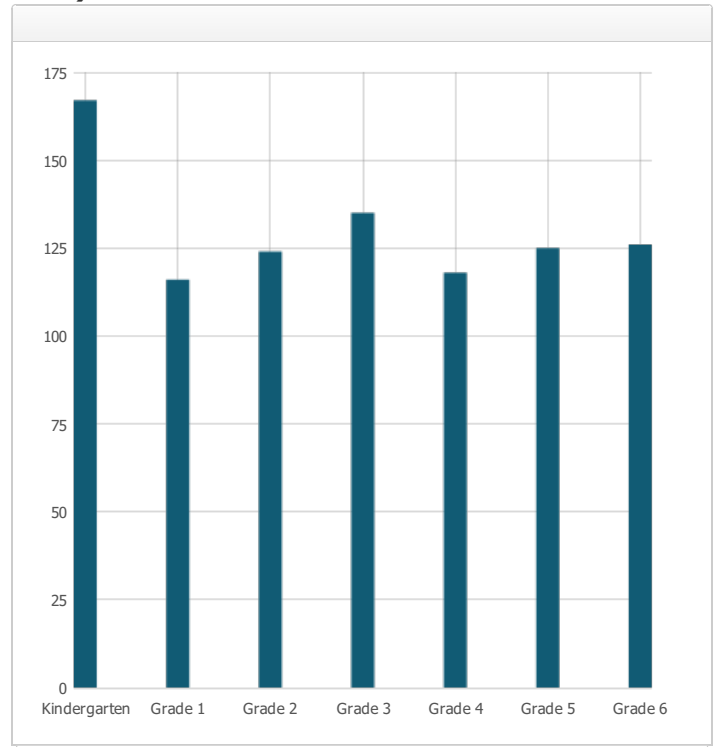
- Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
- Increase English Language proficiency for all EL learners.
- Increase character development through MTSS (Multiple Tier Support Systems) and instill in students the self-confidence to succeed.
- Ensure that Markham Elementary has a safe, welcoming, healthy and inclusive climate for all students and their families, so that all students are in their classes ready to learn.
- 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 Dual Language program is a 90/10 model, meaning that instruction begins in Kindergarten with 90% of the day taught in Spanish and 10% of the day in English. 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
- Academic achievement in Spanish and English
- Positive self-esteem, cultural awareness and sensitivity
- Bilingual Enrichment Program
- Students gain a new language
- High Academic Achievement

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

Grade Level	Number of Students
Kindergarten	167
Grade 1	116
Grade 2	124
Grade 3	135
Grade 4	118
Grade 5	125
Grade 6	126
Total Enrollment	911



Last updated: 1/28/2020

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

Student Group	Percent of Total Enrollment
Black or African American	5.80 %
American Indian or Alaska Native	0.70 %
Asian	0.80 %
Filipino	2.50 %
Hispanic or Latino	72.20 %
Native Hawaiian or Pacific Islander	0.80 %
White	13.20 %
Two or More Races	4.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.70 %
English Learners	33.90 %
Students with Disabilities	7.60 %
Foster Youth	0.30 %
Homeless	0.90 %

A. Conditions of Learning

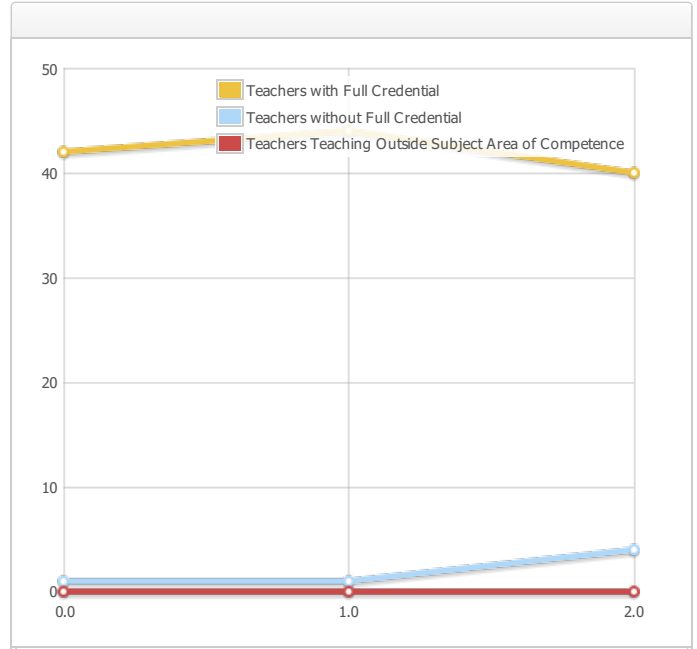
State Priority: Basic

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

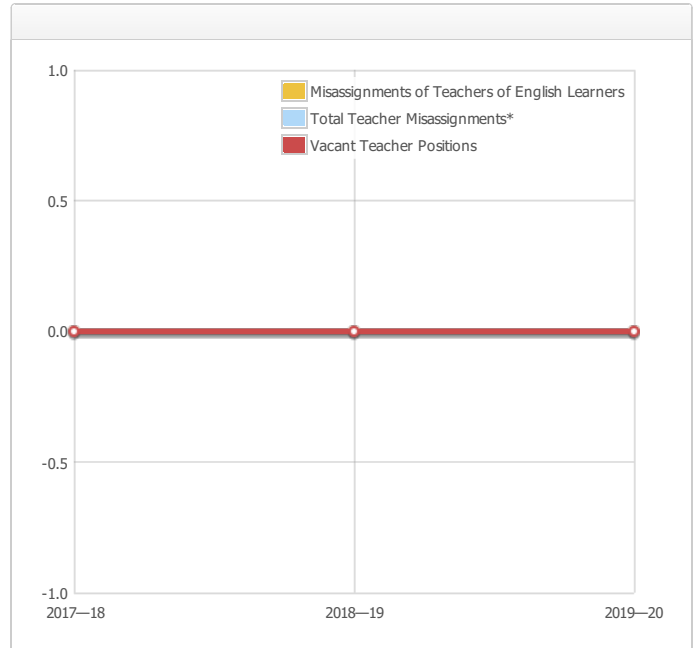
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	42	44	40	583
Without Full Credential	1	1	4	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/28/2020

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: 1/27/2020

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: 1/22/2020

School Facility Conditions and Planned Improvements

- Markham Elementary is one of the districts older schools. Built in the 50's, this school has several challenging structural features. Pie shaped classrooms with open central courtyards allow staff to enter and exit from an interior covered location or directly to the outside. Staff at this site maintain these rooms and a large quantity of modular classrooms in a safe and clean condition.
- Beginning in Summer 2019 the Markham Elementary School Improvements Project began. The main scope of the project is to replace old portables with new modular classrooms, a new multi-purpose room, administration space, and library.
- Markham 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	99.54% Exhaust fan repaired.
Interior: Interior Surfaces	Poor	50.00% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor tiles to be replaced. Thresholds to be replaced during project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	88.16% Items stored too high have been removed.
Electrical: Electrical	Fair	83.33% Blocked electrical panels cleared, light panels replaced. Lights out have been repaired.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	90.74% Drinking fountains will be replaced during the project.
Safety: Fire Safety, Hazardous Materials	Fair	87.32% Safety issues have been resolved. These buildings are being replaced beginning in February 2020.
Structural: Structural Damage, Roofs	Good	97.22% Administration building eaves have dry rot to be repaired Summer 2020. All other issues will be resolved with the replacement of the portables beginning in Feb. 2020.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	88.16% Trip hazards abated. Missing window screens have been replaced.

Overall Facility Rate

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

Overall Rating	Fair
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Last updated: 1/28/2020

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)	38.0%	42.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	31.0%	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: 1/22/2020

**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	515	510	99.03%	0.97%	41.57%
Male	265	263	99.25%	0.75%	39.16%
Female	250	247	98.80%	1.20%	44.13%
Black or African American	31	30	96.77%	3.23%	26.67%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	18	18	100.00%	0.00%	72.22%
Hispanic or Latino	380	378	99.47%	0.53%	37.57%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	55	53	96.36%	3.64%	62.26%
Two or More Races	18	18	100.00%	0.00%	61.11%
Socioeconomically Disadvantaged	405	403	99.51%	0.49%	36.97%
English Learners	280	278	99.29%	0.71%	33.45%
Students with Disabilities	57	56	98.25%	1.75%	12.50%
Students Receiving Migrant Education Services	31	31	100.00%	0.00%	41.94%
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: 1/22/2020

**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	515	512	99.42%	0.58%	30.72%
Male	265	265	100.00%	0.00%	32.83%
Female	250	247	98.80%	1.20%	28.46%
Black or African American	31	30	96.77%	3.23%	20.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	18	18	100.00%	0.00%	55.56%
Hispanic or Latino	380	380	100.00%	0.00%	27.63%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	55	53	96.36%	3.64%	48.08%
Two or More Races	18	18	100.00%	0.00%	33.33%
Socioeconomically Disadvantaged	405	404	99.75%	0.25%	25.81%
English Learners	280	280	100.00%	0.00%	23.93%
Students with Disabilities	57	56	98.25%	1.75%	8.93%
Students Receiving Migrant Education Services	31	31	100.00%	0.00%	32.26%
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: 1/22/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
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
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: 1/22/2020

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	26.00%	28.30%	33.10%

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: 1/22/2020

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)

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

General

- PTO
- School Site Council
- English Language Advisory Committee
- Back to School Night
- Fall Festival
- Dia de los Muertos
- Halloween Parade
- Holidays Around The World
- Monthly Coffee with the Principal
- School Art Show
- Glorious Gal Dance
- Favorite Fellas Dance
- Beach Day
- Yearly Jog-a-thon
- Social Media (Facebook and Website)
- Parent Connect (Sunday Calls and Text Messages)
- Newsletter (Spanish/English)

Academic

- Parent Teacher Conferences Fall/Spring
- SST/IEP meetings
- Math, Reading, and Science Nights
- AR Parent Portal
- Clever Parent Portal
- PIQE
- 6th Grade Parent Promotion Committee

To Contact the PTO email: markhampto@gmail.com

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	1.80%	0.10%	1.30%	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: 1/22/2020

School Safety Plan (School Year 2019—20)

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

August 15, 2019- Safety Plan was reviewed by Staff

November 1, 2019- Safety Plan reviewed by Parent groups at Coffee with the Principal and at the General PTO Meeting

November 8, 2019- Safety Plan was reviewed by parent groups (ELAC and Site Council)

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 (MTSS). The school is in the second 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 30 minutes weekly in every classroom. Students receive positive reinforcement for following the three rules and showing character traits through the PAWS of Pride system and PAW Shop 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 currently under a 3 year rebuild/modernization project of our facilities and we are improving our site currently by ensuring our pavement is even in our problem areas, installed new lighting (parking lot, back of school, and new classrooms). 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: 1/28/2020

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	21.00	2	6	
1	25.00		5	
2	22.00		5	
3	22.00	1	5	
4	25.00		5	
5	30.00		2	2
6	28.00		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	22.00	2	5	
1	22.00	2	4	
2	25.00		5	
3	25.00		5	
4	25.00		5	
5	25.00		5	
6	29.00		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.

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	24.00	2	5	
1	23.00		5	
2	21.00	2	4	
3	23.00	1	5	
4	24.00		5	
5	25.00		5	
6	25.00		5	
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.

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: 1/22/2020

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)	
Psychologist	1.00
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other	

*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: 1/22/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5634.89	\$459.06	\$5175.83	\$69191.13
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-31.90%	-12.07%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-31.05%	-34.06%

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

Last updated: 1/28/2020

Types of Services Funded (Fiscal Year 2018—19)

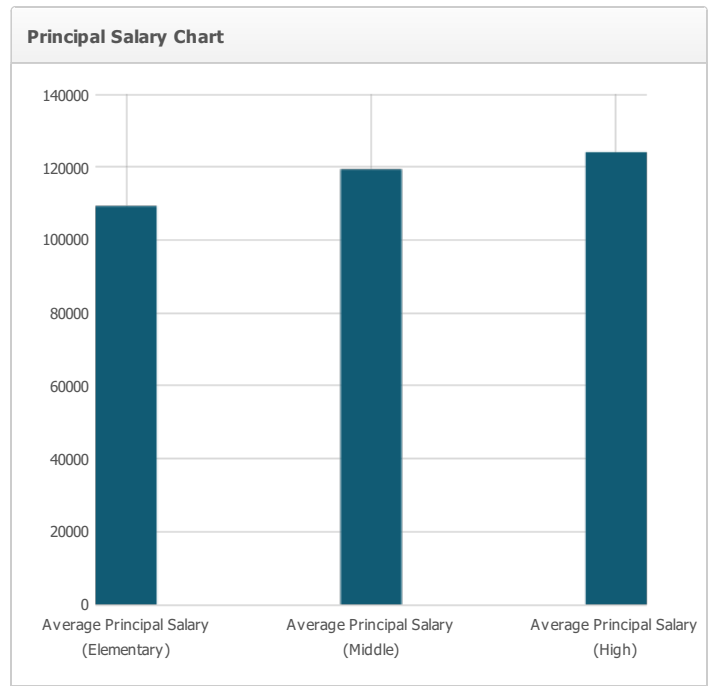
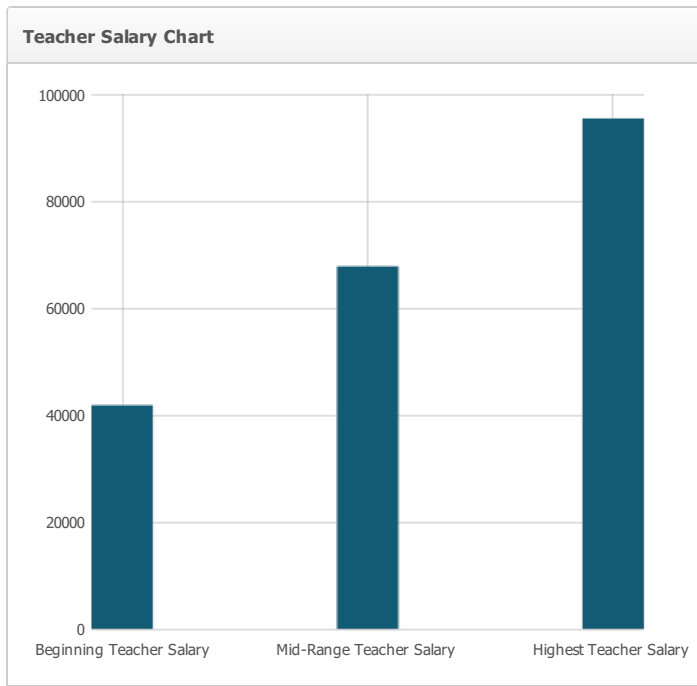
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,809,058.85	187,263.63
2000 Classified Salaries	476,422.10	125,176.56
3000 Benefits	1,140,028.99	101,793.53
4000 Materials & Supplies	57,776.68	620.10
5000 Operating Expenses & Services	145,527.71	862.75

Last updated: 1/28/2020

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: 1/24/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	12