

Eugene Padan 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.



Cicely Rodda, Principal

📍 Principal, Eugene Padan Elementary

About Our School

It is an honor to serve Eugene Padan School and its community. It is my goal to continue to provide our students, staff and parents with an environment that is conducive to learning. We firmly believe that together we can create an exceptional educational experience for all. We recognize that without your help and support we cannot make our vision a reality. We welcome your active involvement and encourage you to bring your questions, concerns, and ideas to our attention. We continue to build assets in our students through a multitude of programs. We are deeply committed to "The Leader In Me" Program and utilizing the seven habits of highly successful people to bring leadership opportunities for all of our students and staff. We've recently earned the status of 'Lighthouse School', where students and staff have exhibited the seven habits in all facets of life. The goal is to bring out the leader in each one of us, which builds character, and as a result, empowers all to reach their maximum potential. Six years ago we began implementing the PBIS program (Positive Behavior and Intervention Support). We've continually been working on a goal to develop a coalition between PBIS and Leader In Me to allow our students to grow and build a deeper understanding of the power of leadership and education. We believe in the power of recognition for the outstanding work our students exhibit. Students are recognized for their personal and academic growth at our monthly assemblies. All students and families are invited to participate in our Family Volunteer days, English Learners Advisory Committee (ELAC), Booster's Club, Back to School Night, Leader In me Parent Academies, Math Night, Science Night, School Site Council, and as classroom volunteers. Students are motivated to attend school and are developing an intrinsic interest in their academic and personal development. Our staff is deeply committed in providing the best academic research based instruction. As educators, we believe it is our duty to empower and prepare our students to be college and career ready. I look forward to the opportunity of continuing to serve Padan School and its community. WE are leading the way!!!

Contact

*Eugene Padan Elementary
200 Padan School Rd.
Vacaville, CA 95687-5444*

*Phone: 707-453-6235
Email: cicelyr@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	Eugene Padan Elementary
Street	200 Padan School Rd.
City, State, Zip	Vacaville, Ca, 95687-5444
Phone Number	707-453-6235
Principal	Cicely Rodda, Principal
Email Address	cicelyr@vacavilleusd.org
Website	http://padan.schoolloop.com/
County-District-School (CDS) Code	48705736051320

Last updated: 1/30/2020

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

Padan School was named for Mr. Eugene Padan, a former principal of Vacaville Elementary School. The school opened with nine classes in September 1966. Construction continued throughout the year and all buildings were completed by June, 1967. It was dedicated in 1968. Eugene Padan Elementary School is a school wide Title I school located in Vacaville, CA, a fast growing bedroom community situated between San Francisco and Sacramento in Solano County.

Our vision embraces the premise that all Padan students will be:

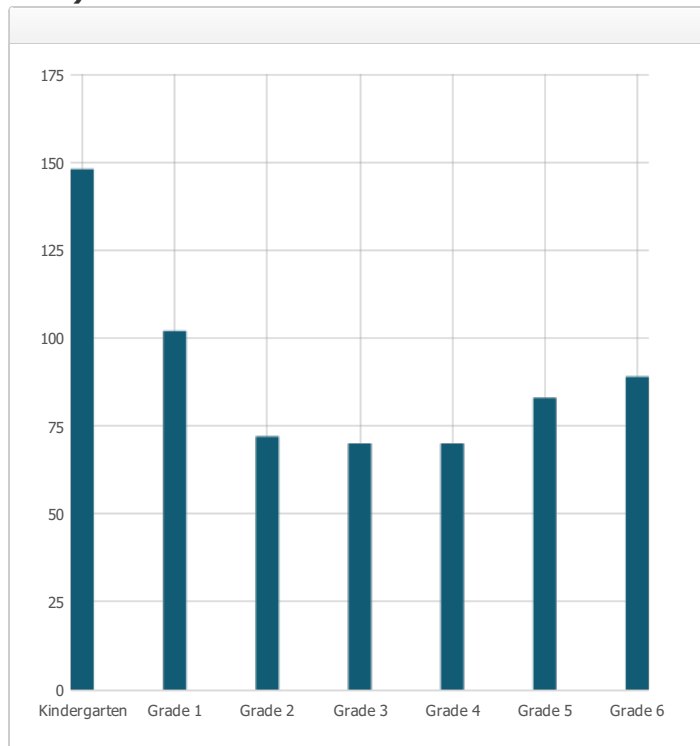
- Respectful, confident leaders
- Lifelong learners
- Prepared to meet the challenges of the 21st Century
- Positive contributors to their community

Eugene Padan offers a variety of extra-curricular activities for our student body to help them develop as responsible citizens and people of good character. Some of the activities such as the Padan Knights, Student Council, Novel Knowledge and The Leader In Me, encourage students to become leaders and positive change agents at Padan. It is the mission of Padan Elementary to ensure academic and personal success for all students through rigor, high expectations and perseverance.

Last updated: 1/30/2020

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

Grade Level	Number of Students
Kindergarten	148
Grade 1	102
Grade 2	72
Grade 3	70
Grade 4	70
Grade 5	83
Grade 6	89
Total Enrollment	634



Last updated: 1/30/2020

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

Student Group	Percent of Total Enrollment
Black or African American	8.20 %
American Indian or Alaska Native	0.30 %
Asian	1.90 %
Filipino	3.30 %
Hispanic or Latino	52.20 %
Native Hawaiian or Pacific Islander	0.90 %
White	24.10 %
Two or More Races	8.80 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.30 %
English Learners	14.40 %
Students with Disabilities	11.70 %
Foster Youth	1.10 %
Homeless	0.80 %

A. Conditions of Learning

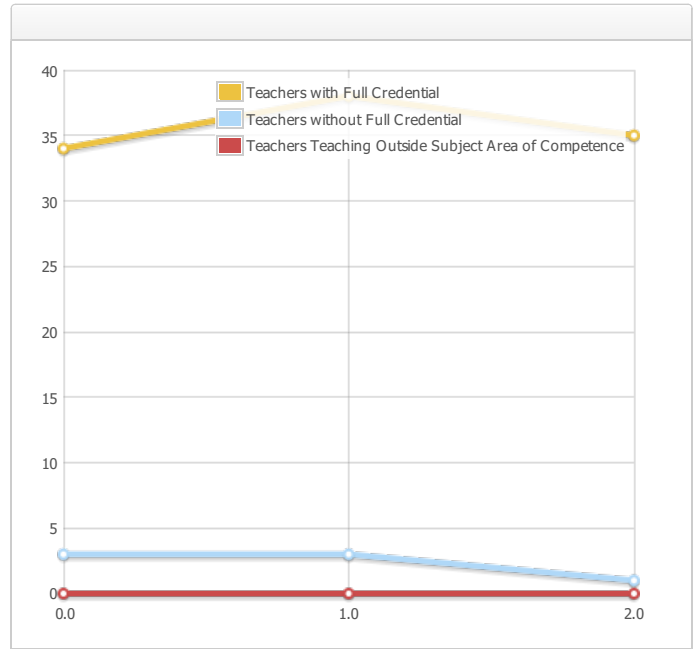
State Priority: Basic

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

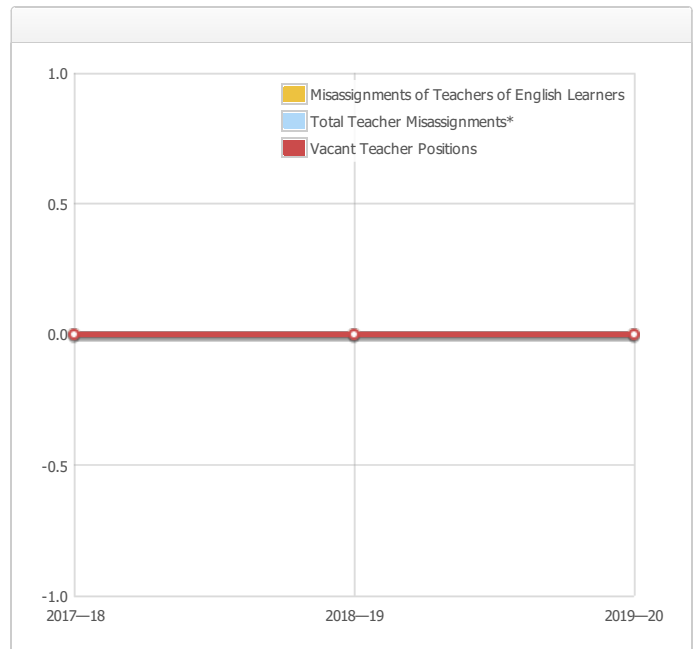
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	34	38	35	583
Without Full Credential	3	3	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

- Padan is a safe and clean elementary school.
- Padan 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	99.56% Exhaust fan repaired.
Interior: Interior Surfaces	Fair	76.00% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor tiles to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	91.14% Items stored too high have been removed.
Electrical: Electrical	Fair	96.00% Broken conduit replaced. Diffuser replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	94.34% Broken handles, leaks and drips have been repaired.
Safety: Fire Safety, Hazardous Materials	Good	95.37% Missing evacuation maps replaced
Structural: Structural Damage, Roofs	Good	99.34% Dry rot to be repaired Summer 2020.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	94.31% Trip hazards have been abate.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/30/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	42.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	24.0%	26.0%	39.0%	38.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	329	324	98.48%	1.52%	41.98%
Male	144	141	97.92%	2.08%	36.17%
Female	185	183	98.92%	1.08%	46.45%
Black or African American	25	25	100.00%	0.00%	28.00%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	188	184	97.87%	2.13%	39.13%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	63	62	98.41%	1.59%	50.00%
Two or More Races	29	29	100.00%	0.00%	34.48%
Socioeconomically Disadvantaged	252	248	98.41%	1.59%	37.90%
English Learners	99	96	96.97%	3.03%	38.54%
Students with Disabilities	53	53	100.00%	0.00%	15.09%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	19	18	94.74%	5.26%	27.78%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	331	327	98.79%	1.21%	25.54%
Male	144	140	97.22%	2.78%	30.00%
Female	187	187	100.00%	0.00%	22.16%
Black or African American	25	24	96.00%	4.00%	13.04%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	188	186	98.94%	1.06%	22.70%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	64	63	98.44%	1.56%	33.33%
Two or More Races	30	30	100.00%	0.00%	23.33%
Socioeconomically Disadvantaged	254	251	98.82%	1.18%	21.29%
English Learners	99	99	100.00%	0.00%	19.39%
Students with Disabilities	54	53	98.15%	1.85%	7.69%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	21	21	100.00%	0.00%	4.76%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

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

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: 1/30/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.90%	23.00%	32.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

The Padan School community is robust in seeking support from all stakeholders. Parents are a crucial part of Padan's success. A high priority is placed upon academic success and fruitful education for all learners. Our parent community works in partnership with the staff to provide positive and productive learning experiences. Parents can be involved in a number of ways at Padan Elementary. We have opportunities for parents to serve on the School Site Council, ELAC, PBIS (Positive Behavior Intervention and Supports) and Booster Club. A multitude of parents are present at school and Booster Club functions and are a large part of the success. We have our Harvest Festival, Family Math Night, Book Fairs, Bike Rodeo, Walk to School Day, Red Ribbon Week and Leadership Day in which parents assist the school. Our Booster Club is comprised of both parents and teachers on staff and supports Padan in several ways on campus. They collect box tops as a fundraiser and supply teachers with supplies when working on special projects. Parents are always welcome on campus to volunteer in classrooms, chaperone on field trips and be present for all school sponsored activities.

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	4.50%	2.90%	1.00%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

CAMPUS SAFETY AND SECURITY

School Safety Plan Reviewed and Approved on 12/2/19

Emergency Drill Planning - Collaboration occurs with the City of Vacaville Police Department in development of emergency evacuations protocol and locations. There is a comprehensive plan with staff on campus in case of emergency and a routine is followed with specific staff taking on roles such as incident command, first aid team, search and rescue, and student supervision.

Safety to and From School - VUSD provides crossing guards at key intersections to allow students to get to and from school safely.

Campus Security - Padan has a campus security plan that includes 8 student monitors. This plan is supported by diligence for student safety by all staff members. North Bay Schools Insurance Authority trains student monitors on the safety regulations and protocol for campus security. In addition, student monitors have regular meetings with the Assistant Principal to review student safety and discuss any issues.

Stakeholder Meetings - Students, staff, parents and community work collectively to continually improve safety at Padan School throughout the year. Meetings were conducted with staff and parents, a safety survey was administered to students, and data was shared with School Site Council. The meetings allowed the opportunity for discussions regarding the means of ensuring that school safety is a priority at Padan. All parents, including prechool speech parents must sign in at the front office when arriving on campus.

PHYSICAL ENVIRONMENT

Padan is enclosed by a 6 foot fence to provide for more adequate student safety. Gates are locked after school begins and all visitors to campus must come through the front office to gain access to the campus.

A controlled access gate was installed in the fall of 2018 to monitor who is coming on campus near the MP room.

Facility Inspections - Padan facilities have been updated to code based on all expectations set forth by the Williams Act Visit on 8/29/19.

SOCIAL EMOTIONAL SUPPORTS AND STUDENT WELLNESS

The Leader in Me - Instruction on the 7 Habits related to the Leader in Me school-wide focus in every classroom ensures a common language and understanding of behavior and character expectations among staff, students, and parents.

Multi-Tiered Systems of Support - Our PBIS implementation of the 5 B's (Be Safe, Be Polite, Be Responsible, Be Respectful and Be a Leader). Classroom teachers communicate classroom expectations and procedures with students and parents. In addition, Padan has a full-time Mental Health Clinician, one mental health intern and a school psychologist that work with administration and staff to align supports for students in need as well as work with staff to develop effective schoolwide systems. Our mental health clinician is also working with first grade-sixth grade classes to provide Zones of Regulations instruction with those classes. Additionally, our mental health clinician also holds different 6-week groups to meet the social emotional needs of our students.

School-Wide Climate - The school discipline committee reviews school rules and discipline policies as well as behavioral trends and makes suggestions for preventive actions. The discipline procedures are reviewed by the PBIS committee.

Master Scheduling - Recess and lunch schedules are designed to minimize the numbers of students on the playground at any given time and maintain a safe ratio of supervising staff to students.

Supervision - Student monitors meet with administration to receive training and to improve support of students during unstructured time such as before and after school, recesses and lunch times.

Conflict Resolution - Prevention of peer violence/Conflict Resolution/Mediation - Administration implements conflict resolution techniques to resolve all peer-to-peer conflicts.

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00		5	
1	22.00		3	
2	21.00		3	
3	23.00	1	3	
4	28.00		3	
5	27.00		3	
6	22.00	1	3	
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	23.00	2	4	
1	24.00		3	
2	23.00		3	
3	21.00	1	3	
4	26.00		3	
5	28.00		3	
6	24.00	1	3	
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	21.00	3	4	
1	26.00		4	
2	24.00		3	
3	23.00		3	
4	23.00		3	
5	28.00		3	
6	29.00		3	
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: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	2.00
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	5.00
Other	0.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2020

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6998.07	\$1003.07	\$5995.00	\$64856.20
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-13.87%	-5.73%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-20.41%	-26.48%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

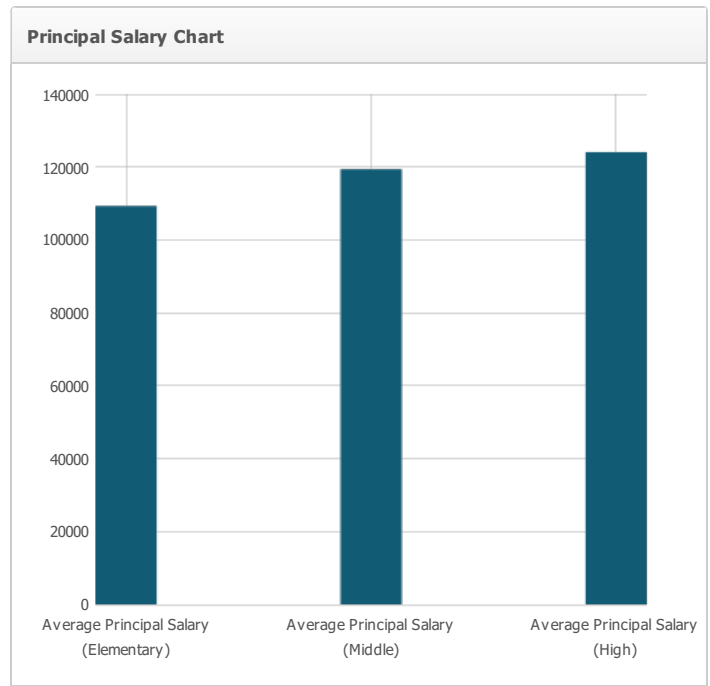
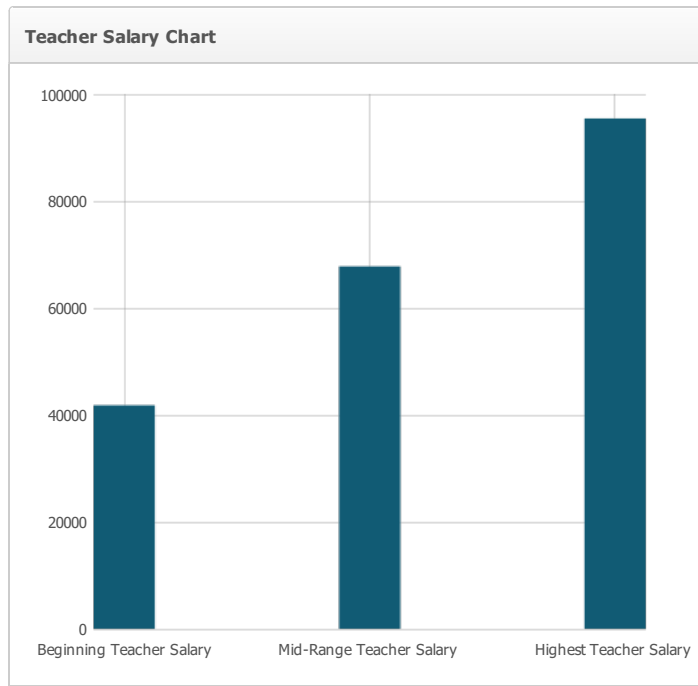
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,248,715.49	389,090.33
2000 Classified Salaries	389,394.75	63,773.51
3000 Benefits	869,396.85	160,327.93
4000 Materials & Supplies	44,806.30	6,172.57
5000 Operating Expenses & Services	132,059.14	8,538.30

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

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

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



Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4