

Vaca Pena Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Colleen Moe, Principal

Principal, Vaca Peña Middle

About Our School

Vaca Peña Middle School is a Professional Learning Community with a dedicated and caring staff, ready to bring the best educational experience to our students. As Principal, it is truly an honor to serve the Vaca Peña students and community. I appreciate the partnership of staff and families to ensure all students learn and grow each and every day. Our multi-tiered focus on rigorous academic instruction and social/emotional growth promotes a safe learning environment where students' self-esteem, self-reliance, and personal responsibility is cultivated. We expect each student to follow the Panther Pact with compassion, respect, responsibility and safety and celebrate student's academic and personal achievements. Our vision for student success is clear. Our care for student personal growth is sincere. We are proud of our Vaca Peña Panthers.

Contact

Vaca Peña Middle
200 Keith Way
Vacaville, CA 95687-5189

Phone: 707-453-6270
E-mail: cmoe@vusd.solanocoe.k12.ca.us

About This School

Contact Information (School Year 2018—19)

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

School Contact Information (School Year 2018—19)	
School Name	Vaca Pena Middle
Street	200 Keith Way
City, State, Zip	Vacaville, Ca, 95687-5189
Phone Number	707-453-6270
Principal	Colleen Moe, Principal
E-mail Address	cmoe@vusd.solanocoe.k12.ca.us
Web Site	http://vacapena.schoolloop.com/
County-District-School (CDS) Code	48705736106363

Last updated: 1/11/2019

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

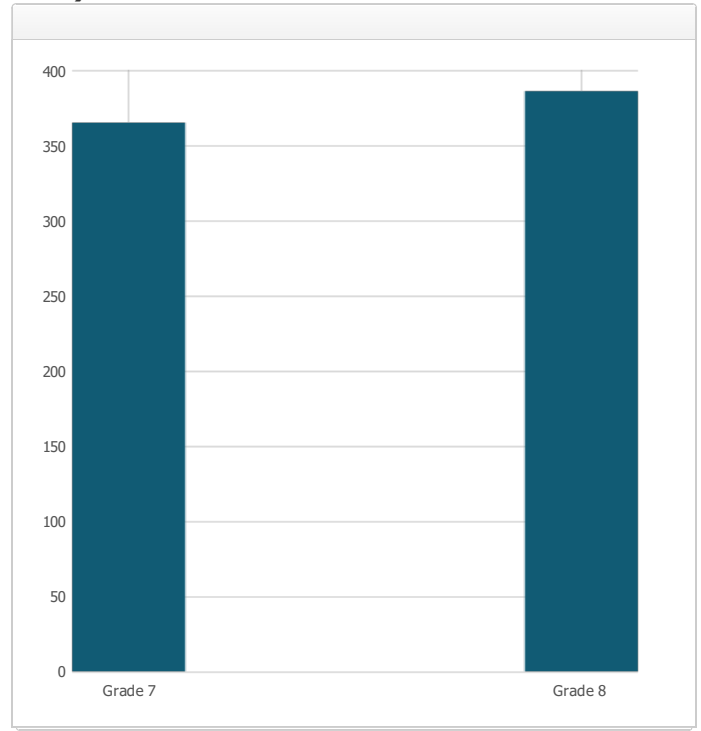
Vaca Peña Middle School, one of two comprehensive middle schools serving the community of Vacaville, is located in Solano County approximately 35 miles from Sacramento and 55 miles from San Francisco. Vaca Peña serves 750 students in the seventh and eighth grades that reside south of I-80. The dedicated staff at Vaca Peña is committed to meeting the academic and social needs of all students and work collectively to provide engaging academic experiences and relationships while making real-world connections.

The Mission of Vaca Peña Middle School, a collaborative community where everyone is valued, is to prepare and inspire all students to be active learners and productive citizens through a challenging, comprehensive curriculum that integrates social and character development in a safe, respectful and healthy environment.

Last updated: 1/11/2019

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

Grade Level	Number of Students
Grade 7	365
Grade 8	386
Total Enrollment	751



Last updated: 1/14/2019

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

Student Group	Percent of Total Enrollment
Black or African American	8.0 %
American Indian or Alaska Native	0.4 %
Asian	2.8 %
Filipino	4.9 %
Hispanic or Latino	39.0 %
Native Hawaiian or Pacific Islander	%
White	33.2 %
Two or More Races	11.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.7 %
English Learners	9.5 %
Students with Disabilities	11.3 %
Foster Youth	0.3 %

A. Conditions of Learning

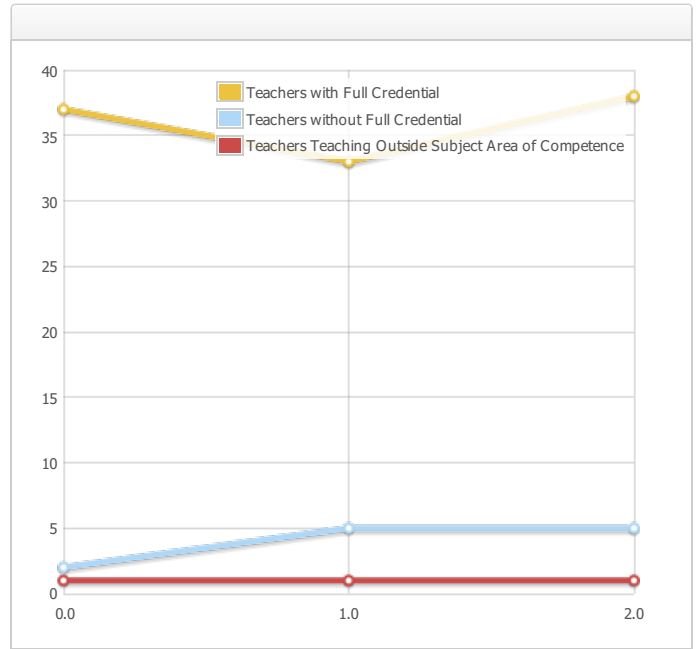
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	33	38	593
Without Full Credential	2	5	5	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	14



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard (College Board)	Yes	0.0 %
Mathematics	Big Ideas Course 2 (Houghton Mifflin) Math 7 Big Ideas Accelerated (Houghton Mifflin) Math 7XL Big Ideas Course 3 (Houghton Mifflin) Math 8 Integrated Math 1 (CPM)	Yes	0.0 %
Science	McDougal Little Science: Focus on Life Science, Science 7 McDougal Little Science: Focus on Physical, Science 8	Yes	0.0 %
History-Social Science	Gr. 7: World History: Medieval and Early Modern Times (Pearson) Gr. 8: US History: American Stories, Beginnings To World War I (National Geographic)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/11/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 88.23% 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.
 There are no major facility improvements planned at this time.
 The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, light fixtures and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/11/2019

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Poor	All light fixtures with problems will be repaired or replaced by March 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Good	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
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Last updated: 1/11/2019

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)	46.0%	48.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	32.0%	31.0%	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: 1/11/2019

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	764	749	98.04%	47.80%
Male	385	377	97.92%	41.38%
Female	379	372	98.15%	54.30%
Black or African American	65	63	96.92%	34.92%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	75.00%
Filipino	32	32	100.00%	59.38%
Hispanic or Latino	292	287	98.29%	40.42%
Native Hawaiian or Pacific Islander	--	--	--	
White	251	243	96.81%	55.14%
Two or More Races	95	95	100.00%	50.53%
Socioeconomically Disadvantaged	386	378	97.93%	39.15%
English Learners	116	114	98.28%	22.81%
Students with Disabilities	82	77	93.90%	11.69%
Students Receiving Migrant Education Services	--	--	--	
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: 1/11/2019

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	767	750	97.78%	30.93%
Male	387	378	97.67%	30.69%
Female	380	372	97.89%	31.18%
Black or African American	65	63	96.92%	20.63%
American Indian or Alaska Native	--	--	--	
Asian	24	24	100.00%	66.67%
Filipino	33	32	96.97%	50.00%
Hispanic or Latino	293	287	97.95%	23.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	252	244	96.83%	34.43%
Two or More Races	95	95	100.00%	34.74%
Socioeconomically Disadvantaged	386	378	97.93%	23.54%
English Learners	116	115	99.14%	14.78%
Students with Disabilities	85	77	90.59%	3.90%
Students Receiving Migrant Education Services	--	--	--	
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: 1/11/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

Last updated: 1/11/2019

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

Vaca Peña Middle School offers courses in Career Technical Education (CTE) as a means to encourage our students to explore career opportunities post high school. CTE courses offered at Vaca Peña include Beginning and Advanced Foods, Exploring Technology, Intro to Sign Language, Arts and Crafts, Clay/Sculpture, Creative Expressions and Clothing. Through Naviance, our 8th grade students complete career explorations and attend the annual Project Inspire field trip. All CTE course enrollments are open to all students.

Last updated: 1/11/2019

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	476
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.9%	20.7%	39.2%

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: 1/11/2019

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)

Parent involvement opportunities at Vaca Peña Middle School include: Parent Teacher Organization (PTO), AVID (Advancement via Individual Determination) Family Nights, English Learner Advisory Committee (ELAC), Music Boosters and School Site Council (SSC). Communication is made through the School Loop program, email, advertisement on our marquee and a global calling system.

The Vaca Peña PTO meets monthly to support student activities, encourage communication between parents and staff, raise and administer funds, and provide support for the educational programs.

AVID Family Nights are held four times a year. Parents, students and AVID teachers participate in learning about college(s), the AVID model and the WICOR (writing, inquiry, communication, organization and reading) strategies. These evening events engage our families in their student's learning.

ELAC Meetings are held four times a year to address the needs of our English Learner (EL) students. Parents, Vaca Peña staff, community stakeholders and students meet to share information, analyze current services and discuss ways to increase involvement in the educational process. In the spring, the California Student Opportunity and Access Program (CAL-SOAP) presents post-secondary educational opportunities and counseling for parents and students.

The Vaca Peña Music Booster meets monthly to raise and fund musical experiences outside of the school day. Additionally, the booster members chaperone and support the multiple concert events put on by the music classes.

Vaca Peña School Site Council, a committee consisting of students, parents, and staff meets numerous times per year to develop the Title I annual budget and give feedback regarding school policies, governance and safety.

State Priority: Pupil Engagement

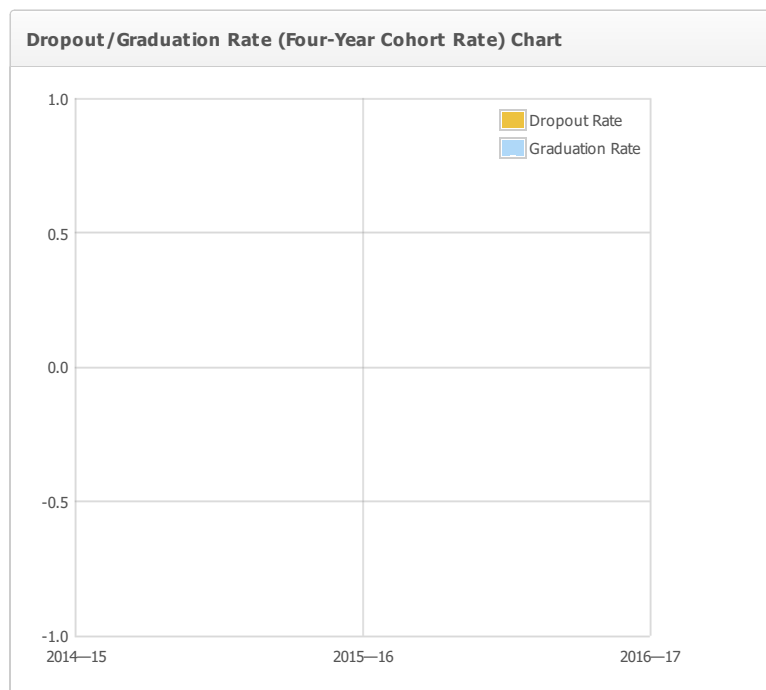
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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: 1/11/2019

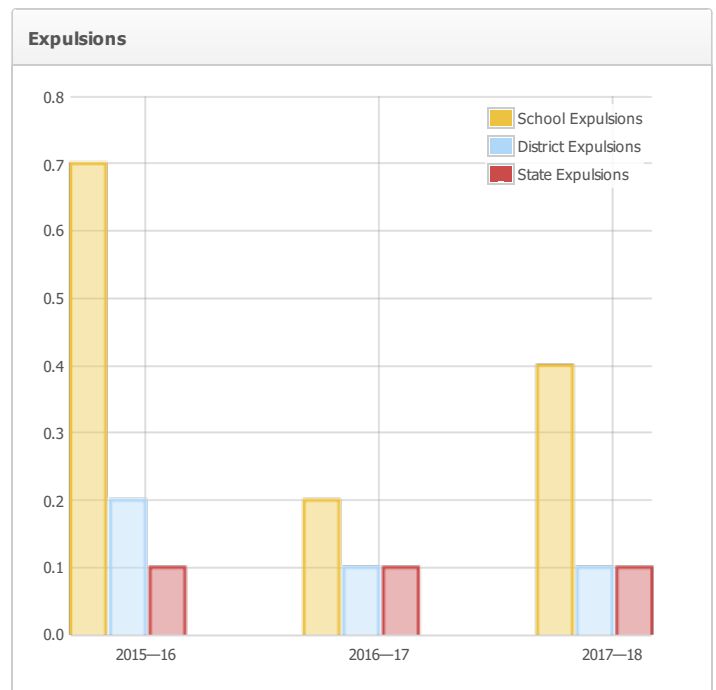
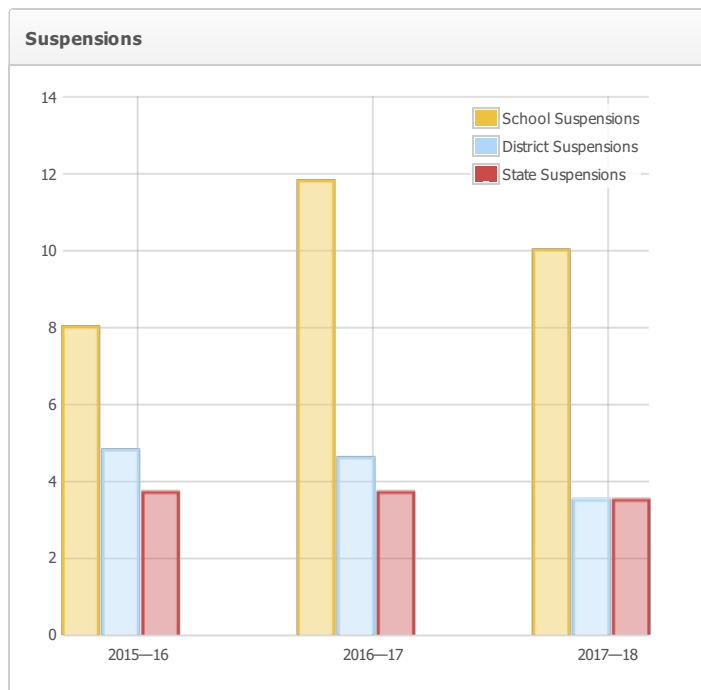
State Priority: School Climate

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	8.0%	11.8%	10.0%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.7%	0.2%	0.4%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/11/2019

School Safety Plan (School Year 2018—19)

The Vaca Peña Middle School Site Council approved the updated and revised School Safety Plan on January 22, 2018. The council met on December 19, 2017 to analyze the current status of school safety on campus and at school-related functions and developed strategies for improvement. The council discussed two goals: add fencing to limit access to the interior of the campus and to continually evaluate and practice the Standard Response Protocol with staff and students.

To address the first goal, administration has trained teachers, students and parents on the Vacaville Unified School District’s adopted Standard Response Protocol. The protocol continues to be refined as practice drills reveal needs in certain scenarios. The protocol uses common terminology across the district to direct teacher and student responses to emergency situations. The school’s safety drill schedule was updated to reflect the changes in the emergency evacuation map as well. Additionally, all classrooms have a portable lockdown safety kit which affords the ability for students to use the bathroom during a prolonged lockdown if they cannot leave the classroom. Ongoing training and evaluation of safety concerns are addressed with all staff members.

The second goal was addressed with the district facility director in February 2018. The fencing project along Nut Tree Drive was completed in May 2018.

Last updated: 1/14/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	21	25	
Mathematics	19.0	22	27	
Science	24.0	8	25	
Social Science	25.0	7	23	2

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	17	24	
Mathematics	20.0	15	27	
Science	24.0	6	26	
Social Science	27.0	3	23	2

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

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	11	19	4
Mathematics	25.0	9	14	8
Science	23.0	7	25	
Social Science	26.0	4	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.

Last updated: 1/11/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	371.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.9	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7539.8	\$1137.6	\$6402.2	\$72869.9
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-4.9%	5.7%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-2.7%	-9.3%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

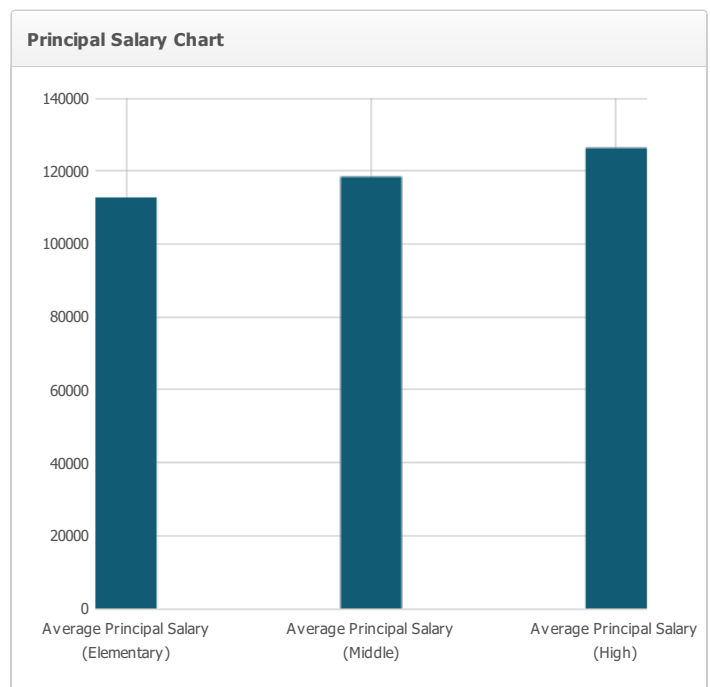
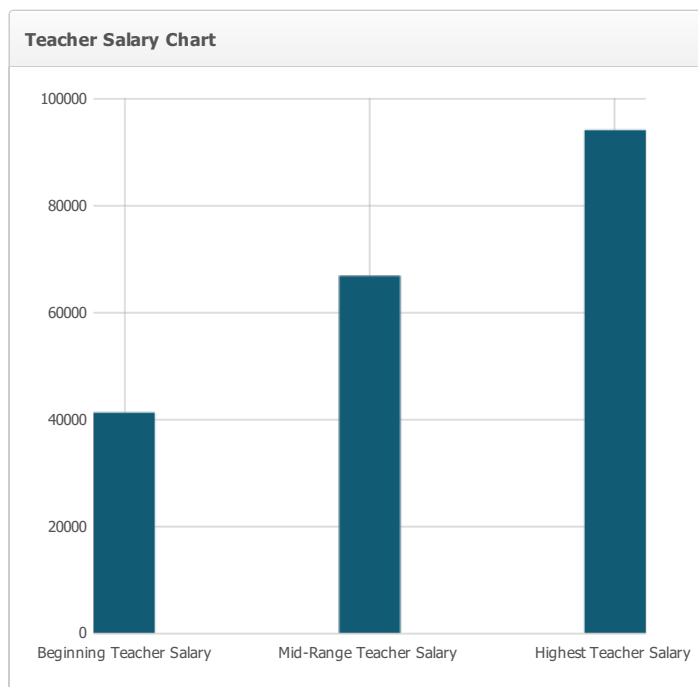
	Unrestricted	Restricted
1000 Certificated Salaries	2,611,161.01	485,259.62
2000 Classified Salaries	469,602.94	92,776.74
3000 Benefits	1,023,198.00	176,256.53
4000 Materials & Supplies	36,849.91	15,146.49
5000 Operating Expenses & Services	323,899.84	24,959.99
Less Object 3701-3702	(100,241.07)	(18,992.98)
Less Unrestricted Lottery	(579.33)	
Total:	4,363,891.30	775,406.39

Last updated: 1/24/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/11/2019

Professional Development

Vaca Peña Middle School has worked to establish itself as an engaged professional learning community, our focus is on first good teaching strategies for all

learners. All Vaca Peña administrators and many staff members have attended workshops and institutes to bring a collaborative model that focuses on best first teaching strategies to the site. Teachers participate in weekly collaborative meetings to develop curricular units, student engagement strategies, and intervention when students are struggling with the concepts. Vaca Peña is in its third year of implementing AVID, Advancement via Individual Determination. The AVID team attends the annual Summer Institute to learn the latest in AVID methodologies and strategies to successfully implement AVID in their schools. At the district level, teachers meet and work with staff from other middle and high schools to develop benchmark assessments and pacing guides.

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