

## Vaca Peña Middle

# School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

### DataQuest

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

### Internet Access

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



### 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. Middle school is an exciting time of change for students; so many things are different from elementary school. At Vaca Peña, we take seriously our charge to support students as they make the transition from elementary to middle school – and then on to high school and beyond. We provide high caliber instruction in the classroom and multi-tiered layers of support for students who are struggling. This support encompasses both academic and social/emotional aspects of students' lives. Students have opportunities to participate in sports, activities and clubs. We work to maintain a campus that is technologically up-to-date, safe and clean. I appreciate the partnership of staff and families to ensure all students learn and grow each and every day.

#### Contact

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

Phone: 707-453-6270  
Email: [cmoe@vusd.solanocoe.k12.ca.us](mailto:cmoe@vusd.solanocoe.k12.ca.us)

## About This School

### Contact Information (School Year 2019—20)

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

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Vaca Pena Middle
<b>Street</b>	200 Keith Way
<b>City, State, Zip</b>	Vacaville, Ca, 95687-5189
<b>Phone Number</b>	707-453-6270
<b>Principal</b>	Colleen Moe, Principal
<b>Email Address</b>	<a href="mailto:cmoe@vusd.solanocoe.k12.ca.us">cmoe@vusd.solanocoe.k12.ca.us</a>
<b>Website</b>	<a href="http://vacapena.schoolloop.com/">http://vacapena.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	48705736106363

*Last updated: 1/23/2020*

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

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.

Vaca Peña Middle School has a diverse population of 725 middle school students in grades seven and eight. Parents, staff and community collaborate to instill in students educational values, develop personal goals, and acquire the skills necessary to succeed in our changing world. Vaca Peña provides standards-based instruction in a safe, supportive environment that is intellectually stimulating and responsive to the needs of adolescents.

At Vaca Peña, students become active learners, critical thinkers and effective communicators as they mature into productive, responsible citizens. Teachers participate in collaborative planning week to review student progress and share ideas for instruction. All students are assigned to an Advisory teacher that they meet with each Monday. Tuesday – Friday, students have a 30 minute FlexTime where students can access intervention within the school day, enrichment opportunities, and quiet study halls. Additionally, Vaca Peña has a testing retake center where students can retake exams to improve their grade.

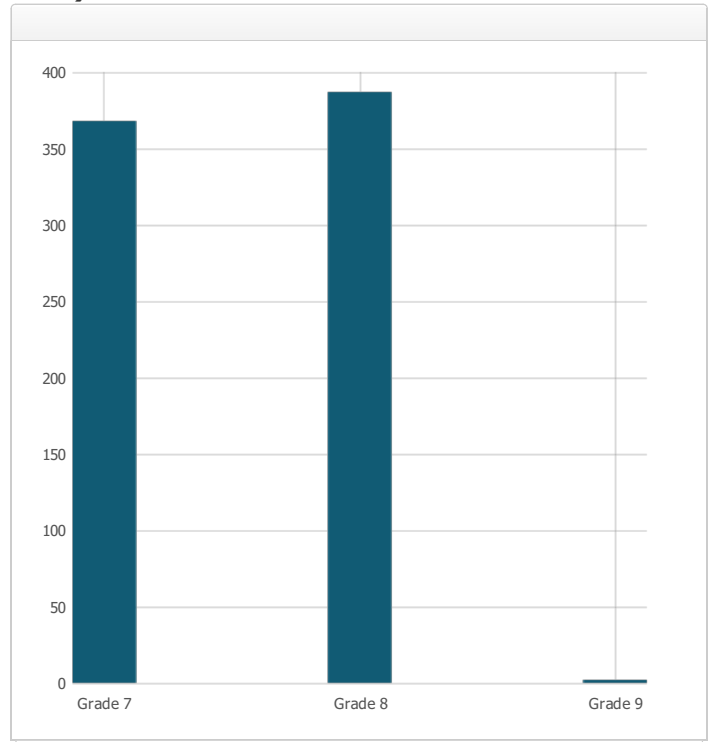
Vaca Peña supports the students' physical, emotional and social development through a strong co-curricular program of clubs and sports. WEB (Where Everyone Belongs) and student council help transition 6th graders into the middle school setting. Our WEB and student council groups have made great progress in changing our school culture to one of respect and acceptance. Opportunities for student leadership and increasing school connections all contribute to an atmosphere conducive to learning.

Parent involvement is encouraged through Parent Teacher Organization (PTO), Site Council, English Language Acquisition Committee (ELAC), AVID Family Nights, classroom and site assistance, and parent supervision at school activities.

*Last updated: 1/28/2020*

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

Grade Level	Number of Students
Grade 7	368
Grade 8	387
Grade 9	2
Total Enrollment	757



Last updated: 1/23/2020

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

Student Group	Percent of Total Enrollment
Black or African American	7.80 %
American Indian or Alaska Native	0.30 %
Asian	2.20 %
Filipino	5.40 %
Hispanic or Latino	44.60 %
Native Hawaiian or Pacific Islander	0.40 %
White	29.30 %
Two or More Races	9.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	56.10 %
English Learners	5.30 %
Students with Disabilities	13.70 %
Foster Youth	0.40 %
Homeless	0.90 %

## A. Conditions of Learning

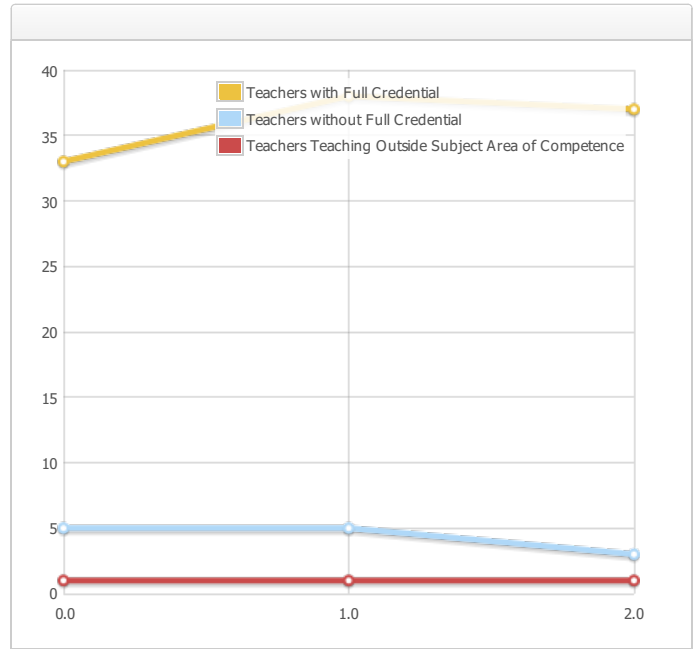
### State Priority: Basic

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	33	38	37	583
Without Full Credential	5	5	3	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	14



Last updated: 1/27/2020

#### Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/27/2020

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

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

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Gr. 7-8 SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Gr. 7-8 Big Ideas Math, Houghton Mifflin  Gr. 8 (Accelerated) CoreConnections Integrated Math, CPM	Yes	0.00 %
Science	Gr. 7 Amplify Middle School: Life Science, Amplify Education  Gr. 8 Amplify Middle School: Physical Science, Amplify Education	Yes	0.00 %
History-Social Science	Gr. 7 Medieval and Early Modern Times - CA Edition, Pearson Education  Gr. 8 American Stories: Beginnings to World War I, National Geographic Learning	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2020

## School Facility Conditions and Planned Improvements

- Vaca Pena middle school is being properly maintained and the site is in good working order and repair.
- Vaca Pena 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: 1/28/2020

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	99.33% Exhaust fans repaired.
<b>Interior:</b> Interior Surfaces	Fair	75.00% Broken, stained and/or loose ceiling tiles to be replaced. Formica tops have been repaired.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	83.98% Items stored too high have been removed.
<b>Electrical:</b> Electrical	Poor	70.00% Electrical covers have been replaced. Light fixture repairs continue.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	89.97% Broken handles, leaks and flow issues have been repaired..
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	96.55% Evacuation maps have been replaced.
<b>Structural:</b> Structural Damage, Roofs	Good	100%
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	98.55% Trip hazards have been abated.

## 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)	48.0%	43.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	31.0%	27.0%	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: 1/24/2020*

**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	735	726	98.78%	1.22%	42.98%
Male	361	357	98.89%	1.11%	35.85%
Female	374	369	98.66%	1.34%	49.86%
Black or African American	56	54	96.43%	3.57%	27.78%
American Indian or Alaska Native	--	--	--	--	
Asian	17	17	100.00%	0.00%	70.59%
Filipino	38	38	100.00%	0.00%	63.16%
Hispanic or Latino	327	323	98.78%	1.22%	38.70%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	217	215	99.08%	0.92%	48.84%
Two or More Races	74	73	98.65%	1.35%	38.36%
Socioeconomically Disadvantaged	425	422	99.29%	0.71%	32.94%
English Learners	124	122	98.39%	1.61%	19.67%
Students with Disabilities	103	101	98.06%	1.94%	9.90%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	14	12	85.71%	14.29%	25.00%

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: 1/23/2020*



**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	736	728	98.91%	1.09%	27.47%
Male	362	359	99.17%	0.83%	26.74%
Female	374	369	98.66%	1.34%	28.18%
Black or African American	56	54	96.43%	3.57%	14.81%
American Indian or Alaska Native	--	--	--	--	
Asian	17	17	100.00%	0.00%	70.59%
Filipino	38	38	100.00%	0.00%	44.74%
Hispanic or Latino	328	326	99.39%	0.61%	23.62%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	217	214	98.62%	1.38%	29.91%
Two or More Races	74	73	98.65%	1.35%	28.77%
Socioeconomically Disadvantaged	426	424	99.53%	0.47%	18.87%
English Learners	124	124	100.00%	0.00%	12.10%
Students with Disabilities	103	101	98.06%	1.94%	3.96%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	14	12	85.71%	14.29%	0.00%

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: 1/23/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/23/2020*

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

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. Marilyn Johnson is our CTE department chair and the advisor for Family Community and Career Leaders of America (FCCLA) representing FCCLA at the region and state level.

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.10%	22.30%	27.70%

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: 1/23/2020

## 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)

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

*Last updated: 1/28/2020*

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	11.80%	10.00%	9.80%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.40%	0.30%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/28/2020*

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

Vaca Peña Middle School presented the 2019/2020 School Safety Plan to the following parent groups on January 22, 2020: VPMS PTO and School Site Council. Together the groups analyzed the current status of school safety on campus and at school-related functions to develop strategies for improvement. To address overall school safety in the event of a lockdown or lockout, site 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 and procedures were updated to reflect the changes in the emergency evacuation map as well. Additionally, all classrooms have a portable safety kit which affords the ability for students to use the bathroom during a prolonged lockout or lockdown if they cannot leave the classroom. Vaca Peña is proactive in using an ongoing lockdown mindset. Teachers leave classroom doors locked at all times to ensure quick response in the event of a lockdown scenario.

*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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	21.00	17	24	
Mathematics	20.00	15	27	
Science	24.00	6	26	
Social Science	27.00	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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	23.00	11	19	4
Mathematics	25.00	9	14	8
Science	23.00	7	25	
Social Science	26.00	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.

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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	23.00	10	22	2
Mathematics	22.00	9	25	
Science	25.00	7	19	4
Social Science	27.00	5	19	4

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

*Last updated: 1/23/2020*

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

Title	Ratio**
Counselors*	398.40

\*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: 1/23/2020*

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	0.60
Speech/Language/Hearing Specialist	0.85
Resource Specialist (non-teaching)	
Other	0.50

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

*Last updated: 1/28/2020*



**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	\$7196.17	\$732.24	\$6463.93	\$66793.38
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-5.61%	-2.67%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-13.89%	-22.81%

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

*Last updated: 1/28/2020*

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

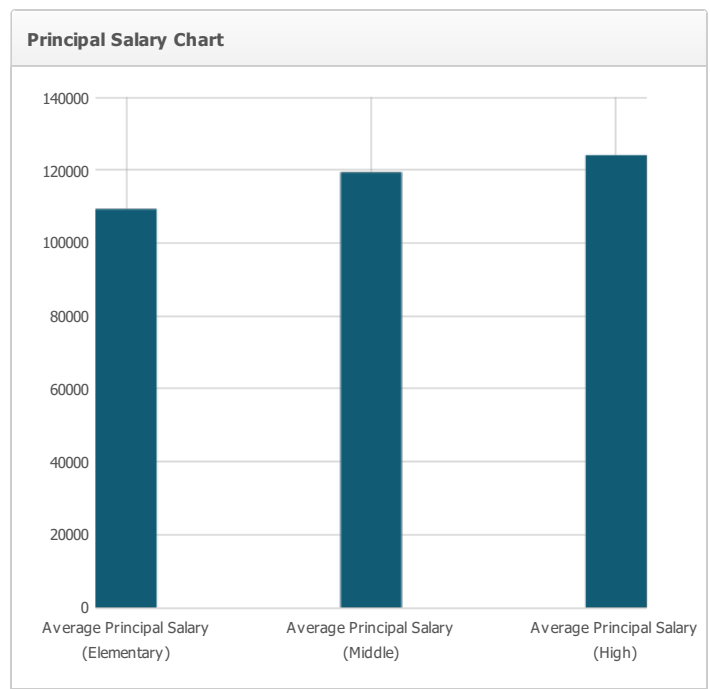
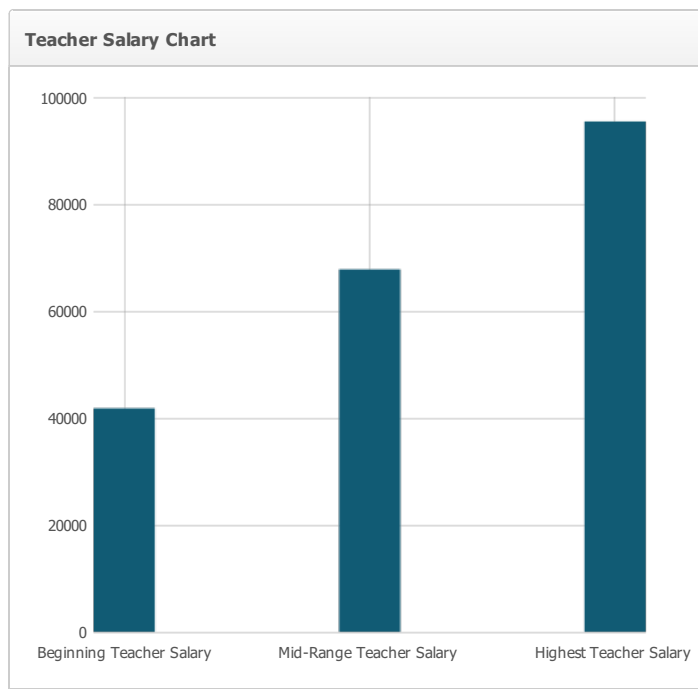
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,543,007.13	313,207.30
2000 Classified Salaries	497,573.44	51,805.19
3000 Benefits	1,080,249.57	117,321.61
4000 Materials & Supplies	70,478.29	6,932.45
5000 Operating Expenses & Services	351,679.33	17,996.28

*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	30	32	35