

Vacaville High

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.



Ron Thomas, Principal

Principal, Vacaville High

About Our School

Vacaville High School is a place where students, parents, teachers, administration, and staff focus their time and energy on student success and college and career readiness. Our hope is that all students will LOVE being a member of the bulldog family and nurture a learning environment that is positive, safe, caring, and a fun place to learn and grow.

At Vacaville High School we believe in providing a vast array of options for students to find their path to success and that it is our responsibility to motivate them to pursue their passions and to facilitate the construction of their futures. We believe strongly in shared leadership, the use of cutting-edge technology and research-based instructional methods, collaborative teaching and learning environments through Professional Learning Communities, developing social responsibility amongst our students, and building caring, trusting relationships with all stakeholders in our school. Vacaville High School takes pride in our rich traditions and commitment to tapping into the greatness within all of our students. We are excited about the school year and for the bright future of all of our students.

Contact

Vacaville High
100 Monte Vista Ave.
Vacaville, CA 95688-3829

Phone: 707-453-6011
Email: ront@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	Vacaville High
Street	100 Monte Vista Ave.
City, State, Zip	Vacaville, Ca, 95688-3829
Phone Number	707-453-6011
Principal	Ron Thomas, Principal
Email Address	ront@vacavilleusd.org
Website	http://vhs.schoolloop.com/
County-District-School (CDS) Code	48705734837803

Last updated: 1/28/2020

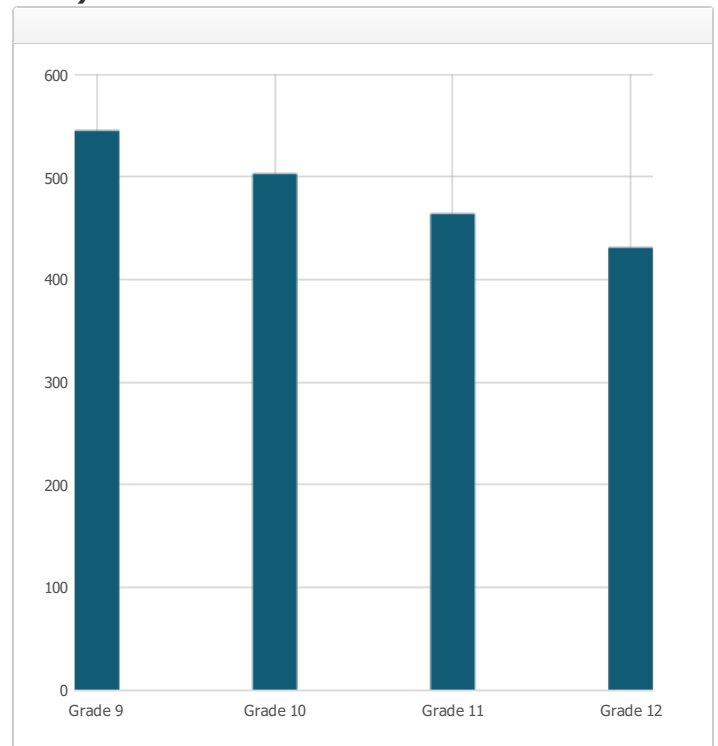
School Description and Mission Statement (School Year 2019—20)

Vacaville High School continues to foster a small school feeling of tradition and community even though we have grown over the years. We are a school that values and celebrates our diversity, realizing that these differences help improve our school by preparing our students for the diverse world after high school. Many of our students have grown up in Vacaville with generations passing through Vacaville High School. This continuity has helped develop meaningful traditions that bring our school and community together.

Last updated: 1/28/2020

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

Grade Level	Number of Students
Grade 9	545
Grade 10	503
Grade 11	464
Grade 12	431
Total Enrollment	1943



Last updated: 1/24/2020

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

Student Group	Percent of Total Enrollment
Black or African American	4.20 %
American Indian or Alaska Native	0.80 %
Asian	2.70 %
Filipino	3.00 %
Hispanic or Latino	33.70 %
Native Hawaiian or Pacific Islander	0.50 %
White	48.30 %
Two or More Races	6.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.00 %
English Learners	2.80 %
Students with Disabilities	9.30 %
Foster Youth	0.30 %
Homeless	0.80 %

A. Conditions of Learning

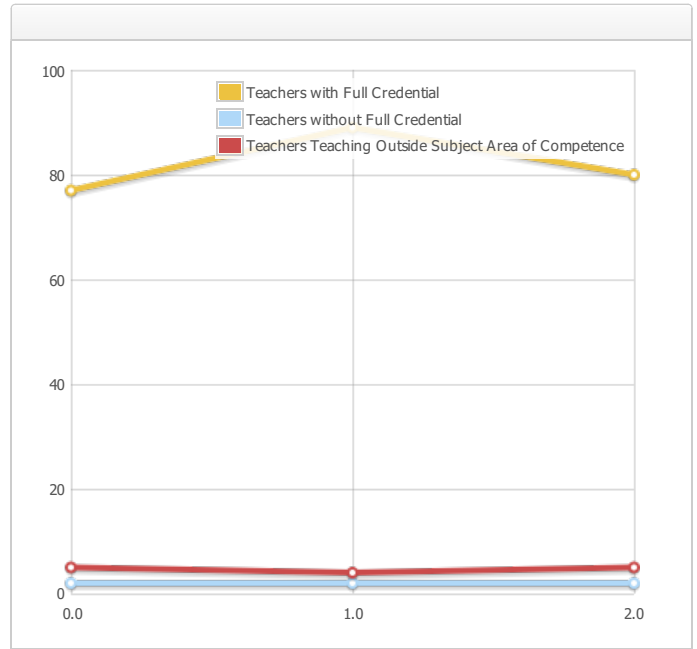
State Priority: Basic

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

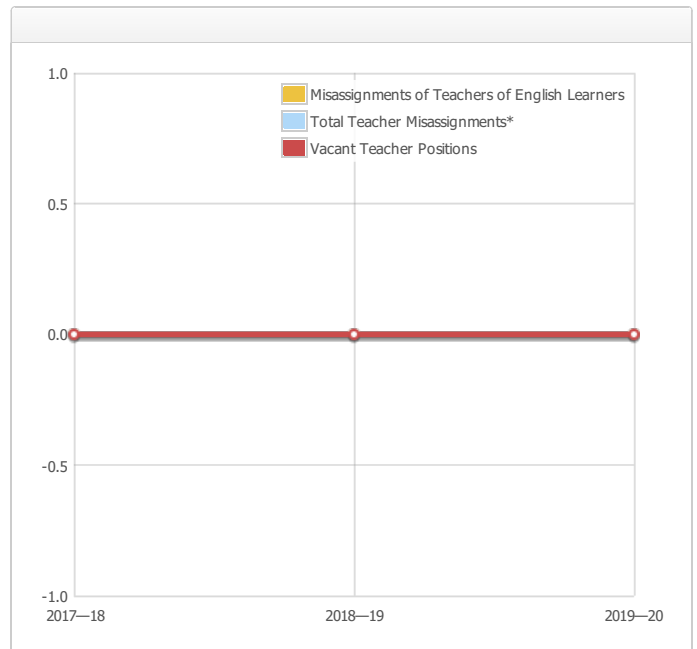
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	77	89	80	583
Without Full Credential	2	2	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	4	5	14



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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard, CollegeBoard	Yes	0.00 %
Mathematics	Core Connections Integrated Math, CPM	Yes	0.00 %
Science	Earth Science CA Edition, Prentice Hall	Yes	0.00 %
History-Social Science	World History: Connections to Today, Prentice Hall US History: The American Vision Modern Times, Glencoe Economics Principles in Action, Prentice Hall American Government, Prentice Hall	Yes	0.00 %
Foreign Language	Avancemos 1-3, Holt-McDougal, Adopted: 2012 Discovering French 1-3, Holt-McDougal, Adopted: 2013	Yes	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

- Vacaville High is being properly maintained and the site is in good working order and repair.
- Vacaville High 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Poor	64.85% Broken, stained and/or loose ceiling tiles to be replaced. Formica tops will be repaired during upcoming renovation project.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	91.67% Items stored too high have been removed. Flooring to be replaced during upcoming renovation project.
Electrical: Electrical	Fair	89.70% Light fixtures have been repaired. Electrical covers replaced. Extension cords removed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	90.92% Broken handles, leaks and flow issues have been repaired on toilets and faucets.
Safety: Fire Safety, Hazardous Materials	Fair	89.79% Objects removed from light fixtures. Campus will be painted during upcoming renovation project.
Structural: Structural Damage, Roofs	Good	97.28% Dry rot to be repaired during upcoming renovation project.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	97.92% Evacuation maps posted. Dry rot to be repaired Summer 2020. Door handles replaced.

Overall Facility Rate

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

Overall Rating	Good
----------------	------

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)	64.0%	69.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	41.0%	40.0%	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: 1/27/2020

**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	421	412	97.86%	2.14%	69.17%
Male	226	220	97.35%	2.65%	62.27%
Female	195	192	98.46%	1.54%	77.08%
Black or African American	18	18	100.00%	0.00%	55.56%
American Indian or Alaska Native	--	--	--	--	
Asian	11	10	90.91%	9.09%	100.00%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	131	129	98.47%	1.53%	58.91%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	217	212	97.70%	2.30%	74.06%
Two or More Races	24	23	95.83%	4.17%	73.91%
Socioeconomically Disadvantaged	128	126	98.44%	1.56%	56.35%
English Learners	12	10	83.33%	16.67%	20.00%
Students with Disabilities	27	26	96.30%	3.70%	26.92%
Students Receiving Migrant Education Services	13	12	92.31%	7.69%	58.33%
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: 1/27/2020

**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	420	410	97.62%	2.38%	40.24%
Male	226	218	96.46%	3.54%	40.83%
Female	194	192	98.97%	1.03%	39.58%
Black or African American	18	18	100.00%	0.00%	33.33%
American Indian or Alaska Native	--	--	--	--	
Asian	11	10	90.91%	9.09%	70.00%
Filipino	13	13	100.00%	0.00%	84.62%
Hispanic or Latino	131	128	97.71%	2.29%	26.56%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	216	211	97.69%	2.31%	45.50%
Two or More Races	24	23	95.83%	4.17%	43.48%
Socioeconomically Disadvantaged	128	125	97.66%	2.34%	25.60%
English Learners	12	11	91.67%	8.33%	9.09%
Students with Disabilities	27	26	96.30%	3.70%	11.54%
Students Receiving Migrant Education Services	13	13	100.00%	0.00%	23.08%
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: 1/27/2020

**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: 1/27/2020

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

Vacaville High School offers a wide range of Career Technical Educational courses. The courses include: Medical Science, Biotechnology, Culinary Arts, Kinesiology, Animal Care and Services, and Building Trades/Construction Management. In all courses, students are exposed to industry professionals via guest speakers, guest teachers, and field trips. Students often participate in project-based learning activities and hands-on laboratory activities to simulate tasks they would be expected to complete in that career.

Our Animal Care and Services course requires all students to participate in a supervised agricultural experience project. Students are also members of FFA (Future Farmers of America) Club, where they develop premier leadership skills, personal growth and career success.

Our Biotechnology course prepares students with all fundamental skills necessary to work in any modern day molecular biology lab. Students are instructed in the use of a variety of specialized biotechnology equipment, including, but not limited to: Autoclave, Thermal Cycler, Micropipettes (of various sizes), Gel Electrophoresis Chambers and power supplies, Water Bath, and Scales.

Our Med Science pathway prepares students with industry level career training in the medical field by offering CPR certification and multiple industry related hands-on skills and experiences.

Our Building Trades/Construction Management pathway provides students with experience in building and construction, including tools, safety, mechanical/technical drawing and architecture.

In our Culinary Arts pathway, our students are exposed to a wide variety of culinary related topics, including catering skills, entrepreneur skills, baking/pastry skills, and barista skills. All the skills learned will assist students who pursue culinary training at a post-secondary level.

All CTE teachers are highly qualified instructional leaders who attend regular professional development to ensure their familiarity with their partnered industry. The curriculum offered both onsite and outsourced is designed to meet all state and industry standards for each pathway. CTE teachers work with local colleges and industry professionals to ensure that the skills taught in each pathway correlate to industry standards. Students in all CTE pathways are assessed regularly via formative and summative assessments developed by our teachers. Additionally, all CTE pathways include assessments related to skill-based learning, including labs and production. All of our CTE teachers work in conjunction with local colleges and industry professionals to prepare students for what will be expected of them after high school.

The CTE Advisory boards for each industry sector meet at least once a year, and are comprised of stakeholders, business partners, students and college representatives.

Last updated: 1/28/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	689
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15.40%

Last updated: 1/27/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure**Percent**

2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.23%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	61.24%

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
9	17.60%	21.30%	30.80%

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: 1/27/2020

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)

VHS parents take an active role in our decision-making process. We encourage our parents' involvement in various stakeholder committees including our School Site Council (SSC) and our English Learners Advisory Committee (ELAC). Parents also offer their time and expertise through various booster clubs, including our Parent Teacher Committee (PTC), Music and Athletic Boosters, Club Boosters, etc. Via our self-study process, we also survey our stakeholders every few years to determine the effectiveness of our school policies, curriculum, instructional practices, etc. We have also begun to survey our community stakeholders annually, as a result of the California's Local Control and Accountability Program (LCAP). This survey asks our students, parents, and other stakeholders to rate whether or not we give our students' access to a broad and challenging curriculum, provide avenues for student and parent engagement, and offer a wide range of curricular and co-curricular activities for our students.

As part of our efforts to encourage more parental involvement, we have also sought to ensure that parental involvement is reflective of our school as a whole. To encourage more involvement from the parents of our English Learners, we have invested in translation services (in Spanish) for all communications, including letters home and via phone. We also wanted to encourage greater participation in our Parent-Teacher conferences, which traditionally had not been welcoming to the parents of our English Learners. Now we schedule one evening of conference in the fall and one in the spring for English Learners and we provide translators for each teacher and child care.

State Priority: Pupil Engagement

Last updated: 1/28/2020

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

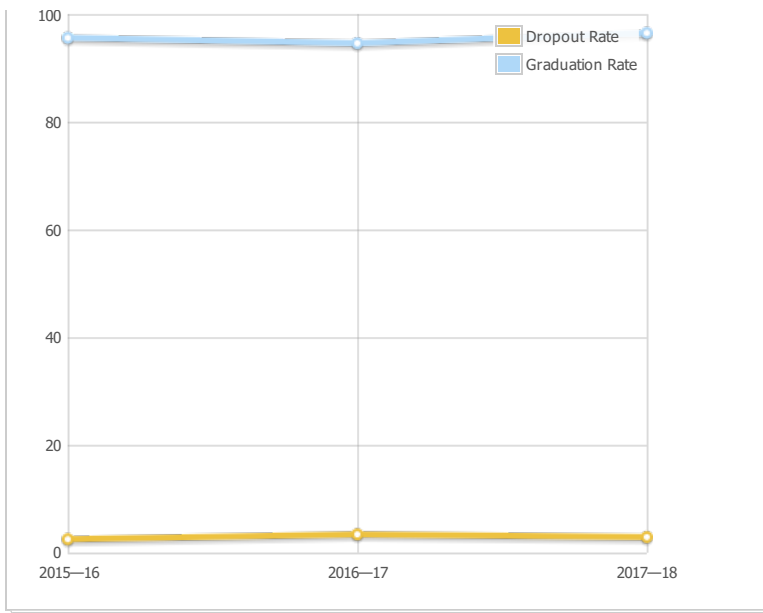
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	2.50%	5.40%	9.70%
Graduation Rate	95.60%	89.10%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	3.40%	2.90%	5.30%	6.50%	9.10%	9.60%
Graduation Rate	94.60%	96.50%	87.60%	87.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/27/2020

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	6.00%	5.00%	4.40%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.30%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/27/2020

School Safety Plan (School Year 2019—20)

Vacaville High School maintains a thorough Safety Plan that is reviewed for necessary changes and updated annually. Additionally, the plan is reviewed with the entire staff, students, and our parent group (PTC) each year and significant portions are practiced each year through a series of drills including a lock down drill, a fire drill, and an earthquake drill. Primary aspects of the Safety Plan are designated responsibilities for staff in the event of a school wide emergency and the regular drills to make the needed responses close to automatic. Students are also made aware of evacuation routes and assembly location in our field in the event of an emergency requiring such a regrouping. Further, we practice and plan for a scenario in which an evacuation becomes necessary between classes with students directing themselves to the assembly area. Our Safety Plan was reviewed by district administration for necessary updates during the start of the school year with final revisions in January.

Last updated: 1/27/2020

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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	26	40	22
Mathematics	25.00	18	40	13
Science	26.00	7	39	5
Social Science	23.00	18	41	11

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	25	35	21
Mathematics	26.00	17	35	20
Science	26.00	13	25	14
Social Science	26.00	14	31	22

* 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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	23	37	22
Mathematics	26.00	17	43	14
Science	27.00	11	25	13
Social Science	25.00	15	36	15

* 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: 1/27/2020

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

Title	Ratio**
Counselors*	485.80

*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: 1/27/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.80
Social Worker	
Nurse	0.50
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	
Other	1.00

*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.

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	\$6219.64	\$309.85	\$5909.79	\$69170.75
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	-15.52%	0.86%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-21.27%	-18.59%

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

Last updated: 1/28/2020

Types of Services Funded (Fiscal Year 2018–19)

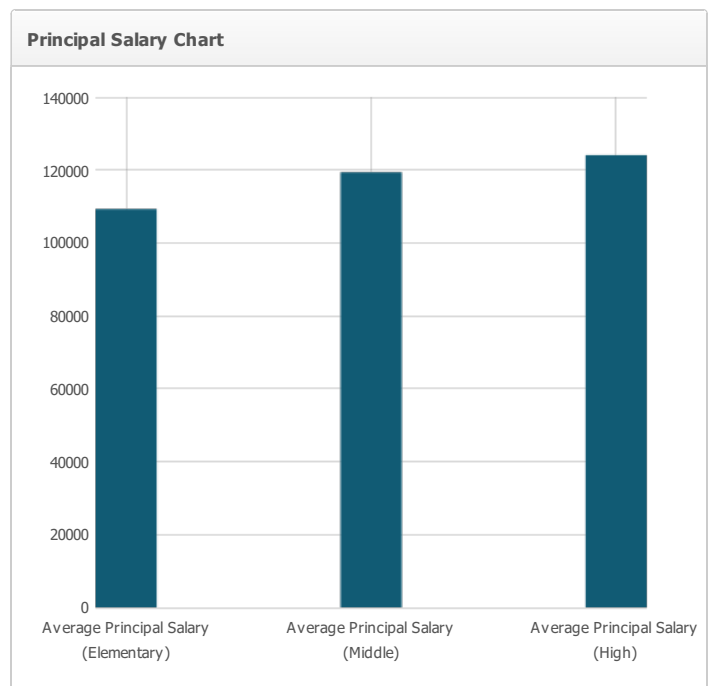
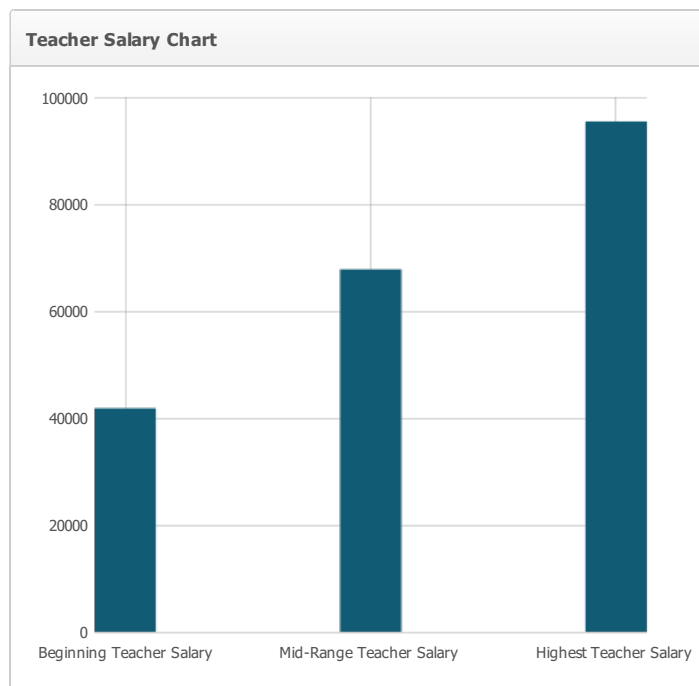
Object	Unrestricted	Restricted
1000 Certificated Salaries	6,343,892.45	392,837.86
2000 Classified Salaries	966,777.60	33,169.98
3000 Benefits	2,607,180.67	129,321.74
4000 Materials & Supplies	116,485.86	11,836.95
5000 Operating Expenses & Services	605,941.42	963.61

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: 1/27/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	5	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	5	N/A
Science	8	N/A
Social Science	4	N/A
All Courses	32	23.50%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2020

Professional Development

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