

# Golden West 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.

## Ellie Aguilar, Principal

 Principal, Golden West Middle

### About Our School

Greetings and Welcome to Golden West Middle School!

The Golden West Middle School staff is dedicated to the ongoing personal, social and academics growth of our diverse student population. Our goal is to provide all students with a quality education and to inspire them to become life-long learners as well as productive and responsible citizens. Each student is provided a student handbook/planner containing school information along with daily and monthly calendars. It is a useful tool to help students develop organizational skills, promote their academic success, and to increase effective home-school communication. I would also encourage parents to use the on-line grade book, home2school, to monitor their child's academic progress.

### Contact

*Golden West Middle  
2651 De Ronde Dr.  
Fairfield, CA 94533-9709*

*Phone: 707-437-8240  
E-mail: [eaquilar@travisusd.org](mailto:eaquilar@travisusd.org)*

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Travis Unified
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Pam Conklin
<b>E-mail Address</b>	<a href="mailto:pconklin@travisusd.org">pconklin@travisusd.org</a>
<b>Web Site</b>	<a href="http://www.travisusd.org">www.travisusd.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Golden West Middle
<b>Street</b>	2651 De Ronde Dr.
<b>City, State, Zip</b>	Fairfield, Ca, 94533-9709
<b>Phone Number</b>	707-437-8240
<b>Principal</b>	Ellie Aguilar, Principal
<b>E-mail Address</b>	<a href="mailto:eaguilar@travisusd.org">eaguilar@travisusd.org</a>
<b>Web Site</b>	<a href="http://www.travisusd.org/domain/13">www.travisusd.org/domain/13</a>
<b>County-District-School (CDS) Code</b>	48705656051262

*Last updated: 1/7/2019*

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

**Mission Statement:**

The Golden West Community is dedicated to the ongoing personal, social, and academic growth of our diverse student population. We inspire our students to become life-long learners as well as productive and responsible members of society.

**Vision Statement:**

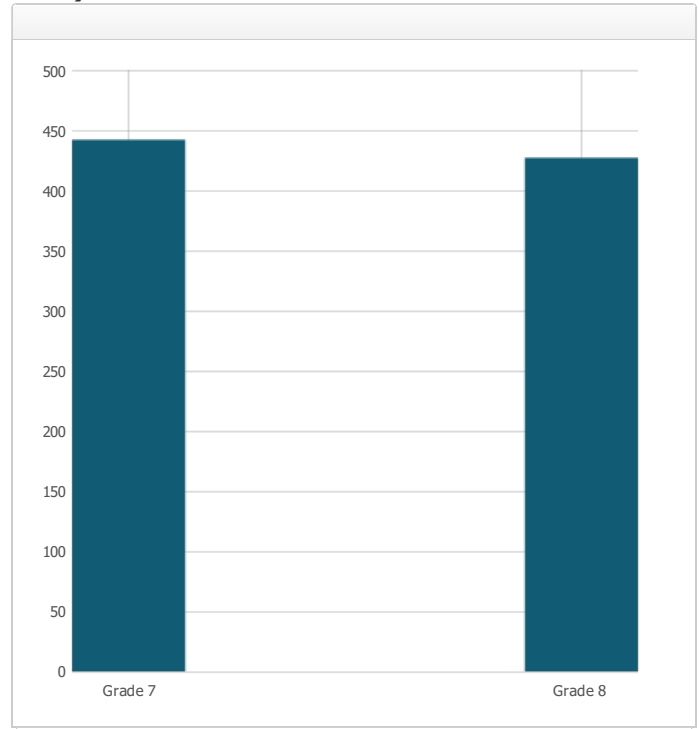
To ensure the success of all students, the Golden West Community will:

- 1) Sustain a safe physical and emotional school environment
- 2) Promote character development: Trustworthiness, responsibility, respect, fairness, caring and citizenship
- 3) Provide a comprehensive student intervention program by offering a variety of enrichment, exploratory, and extra-curricular activities to our diverse population
- 4) Present curriculum and instruction based on rigorous academic and performance standards, accurate assessment and accountability of all stakeholders
- 5) Continue appropriate professional development
- 6) Encourage parent and community partnerships

*Last updated: 1/11/2019*

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

Grade Level	Number of Students
Grade 7	442
Grade 8	427
Total Enrollment	869



Last updated: 1/7/2019

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

Student Group	Percent of Total Enrollment
Black or African American	11.9 %
American Indian or Alaska Native	0.7 %
Asian	4.0 %
Filipino	10.7 %
Hispanic or Latino	23.4 %
Native Hawaiian or Pacific Islander	0.8 %
White	37.9 %
Two or More Races	10.0 %
Other	0.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.5 %
English Learners	1.2 %
Students with Disabilities	11.3 %
Foster Youth	0.1 %

## A. Conditions of Learning

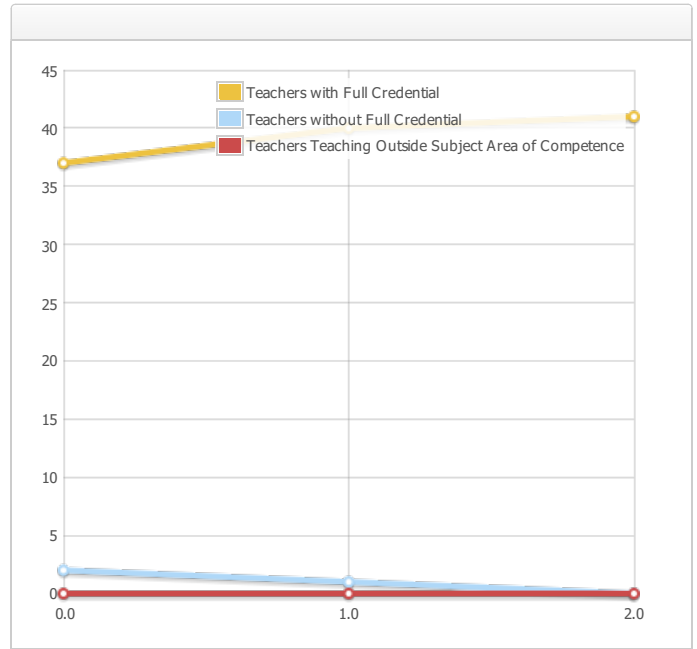
### State Priority: Basic

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

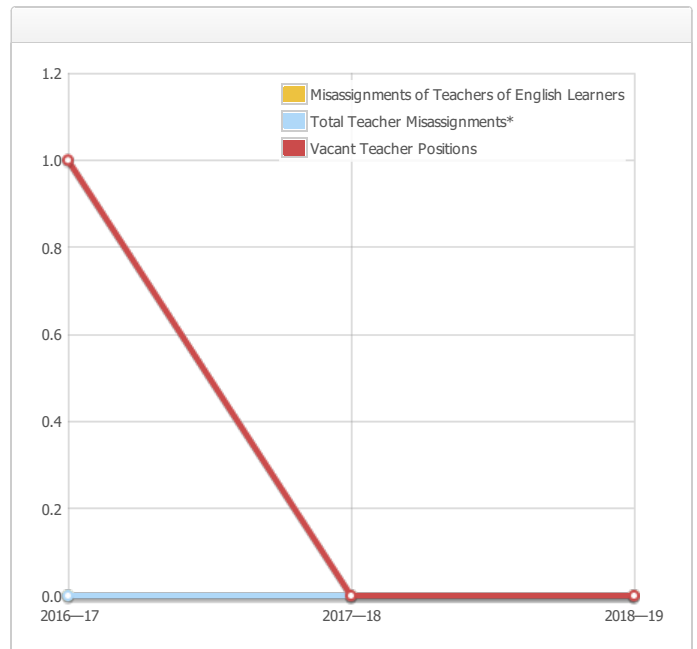
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	40	41	289
Without Full Credential	2	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

#### 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	1	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: 1/7/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CollegeBoard <ul style="list-style-type: none"> <li>Sixth Grade-Eighth Grade California ELA Edition – Program 1</li> </ul>	Yes	0.0 %
Mathematics	Pearson <ul style="list-style-type: none"> <li>Eighth California Algebra 1 © 2015</li> </ul> McGraw -Hill <ul style="list-style-type: none"> <li>Seventh Glencoe California Math Your Common Core Edition, Course 2, © 2015</li> <li>Eighth Glencoe California Math Your Common Core Edition, Course 3, © 2015</li> <li>Glencoe Accelerated Math Pre-Algebra © 2014</li> </ul>	No	0.0 %
Science	Amplify Education <ul style="list-style-type: none"> <li>Amplify Life Science</li> <li>Amplify Physical Science</li> </ul>	Yes	0.0 %
History-Social Science	Pearson 2019 <ul style="list-style-type: none"> <li>7th Grade: California World History: My World Interactive – Medieval and Early Modern Times</li> <li>8th Grade: California American History: My World Interactive - Growth and Conflict</li> </ul>	Yes	0.0 %
Foreign Language	Glencoe/McGraw -Hill Board Adopted: June 14, 2011 <ul style="list-style-type: none"> <li>Seventh Grade Invitation to Languages</li> <li>Eighth Grade Invitation to Languages</li> </ul> Holt, Rinehart, and W inston Board Adopted: October 9, 2007 Expresate! I 2006	No	0.0 %
Health	Holt Rinehart & Winston\ <ul style="list-style-type: none"> <li>Seventh – Eighth Grade Holt Decisions for Health © 2004</li> </ul>	No	0.0 %
Visual and Performing Arts	Glencoe – The Stage and the School - Copyright 2005	Yes	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: 1/8/2019

## School Facility Conditions and Planned Improvements

Golden West Middle School's campus was originally built in 1964. The school currently contains 40 classrooms, one library, two computer labs, a gym/multipurpose room, one staff room, blacktop area for tennis, basketball courts, soccer fields, and softball fields. At the time of publication, 100% of the restrooms were in working condition. Facilities information is current as of January 2019.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The roof is currently under renovation in Building B. The items noted in the table have been corrected or are in the process of remediation.

### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Director of Maintenance and Operations coordinates in-service training for the custodial staff. Each classroom has trash removed daily and is fully cleaned on a scheduled rotation. Outside maintenance is done on a regular basis or as needed. Currently, the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

*Last updated: 1/24/2019*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Ceiling tiles missing, damaged or loose <ul style="list-style-type: none"> <li>• Media Center</li> <li>• A15 (missing by back door)</li> </ul> Tiles by A11 cracked. Tiles missing by A13. Tile missing in break room by A9.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Significant cracks, trip hazards, holes, or deterioration

## Overall Facility Rate

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

Overall Rating	Exemplary
----------------	-----------

*Last updated: 1/8/2019*

## 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)	54.0%	58.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	40.0%	39.0%	41.0%	42.0%	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: 1/7/2019*

## 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	865	846	97.80%	57.80%
Male	447	438	97.99%	50.00%
Female	418	408	97.61%	66.18%
Black or African American	99	98	98.99%	42.86%
American Indian or Alaska Native	--	--	--	
Asian	37	37	100.00%	67.57%
Filipino	87	87	100.00%	79.31%
Hispanic or Latino	206	204	99.03%	47.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	323	310	95.98%	59.68%
Two or More Races	96	95	98.96%	64.21%
Socioeconomically Disadvantaged	254	251	98.82%	44.22%
English Learners	55	55	100.00%	47.27%
Students with Disabilities	94	87	92.55%	8.05%
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: 1/7/2019



## 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	865	846	97.80%	39.10%
Male	447	438	97.99%	38.44%
Female	418	408	97.61%	39.80%
Black or African American	99	98	98.99%	22.68%
American Indian or Alaska Native	--	--	--	
Asian	37	37	100.00%	64.86%
Filipino	87	87	100.00%	61.63%
Hispanic or Latino	206	204	99.03%	25.49%
Native Hawaiian or Pacific Islander	--	--	--	
White	323	310	95.98%	44.84%
Two or More Races	96	95	98.96%	35.79%
Socioeconomically Disadvantaged	254	251	98.82%	28.40%
English Learners	55	55	100.00%	23.64%
Students with Disabilities	94	87	92.55%	6.98%
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: 1/7/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</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: 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: 1/7/2019*

# 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	31.3%	16.7%	29.7%

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: 1/7/2019*

## 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)

Parents play an important role at Golden West Middle School through active participation and involvement in the Parent Teacher Student Association (PTSA), School Site Council (SSC), Safety Committee, Safe School Ambassadors, Watch D.O.G.S. (Dads of Great Students), Music Booster Club and the English Learner Advisory Council (ELAC). Golden West Middle School also benefits from donations and partnerships with local businesses and services, including Target, Macy's, Wal-Mart, Wells Fargo Bank and the Travis Spouses Club. In addition, parents also participate in monthly parent workshops that provide parents with additional resources and supports.

##### Contact Information

Parents who wish to participate in Golden West Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-8240.

# 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

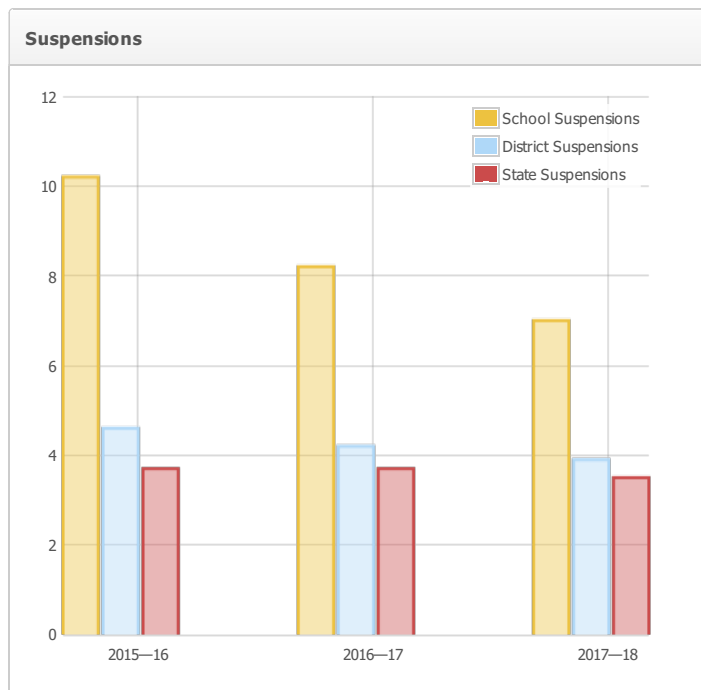
# State Priority: School Climate

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	10.2%	8.2%	7.0%	4.6%	4.2%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

## School Safety Plan (School Year 2018—19)

Safety of students and staff is a primary concern of Golden West Middle School. The School Site Safety plan is evaluated and revised annually by the administrators and the Safe School Committee; the revisions are then shared with the entire staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan, outlining steps to be taken to ensure student and staff safety during a disaster. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised throughout the day by four full-time campus monitors, two Student Support Specialists, and two administrators. During lunches, four additional noon duty supervisors assist in monitoring students. All visitors to the school must sign in and out at the main office and receive a name tag, which must be worn at all times while on campus.

Last updated: 1/24/2019

## **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	29.0	5	30	20
Mathematics	26.0	8	26	2
Science	26.0	1	32	
Social Science	32.0	1	9	17

\* 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	29.0	5	32	20
Mathematics	23.0	20	20	1
Science	26.0	2	32	
Social Science	33.0	1	6	20

\* 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	28.0	15	11	24
Mathematics	23.0	17	21	2
Science	26.0	2	32	
Social Science	33.0	1	7	18

\* 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: 1/7/2019*



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

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	427.5
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	0.8	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	2.0	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: 1/10/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6189.0	\$1166.0	\$5023.0	\$73870.0
District	N/A	N/A	\$6798.0	\$70311.0
Percent Difference – School Site and District	N/A	N/A	-26.0%	4.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-30.0%	-3.0%

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

*Last updated: 1/8/2019*

## Types of Services Funded (Fiscal Year 2017—18)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

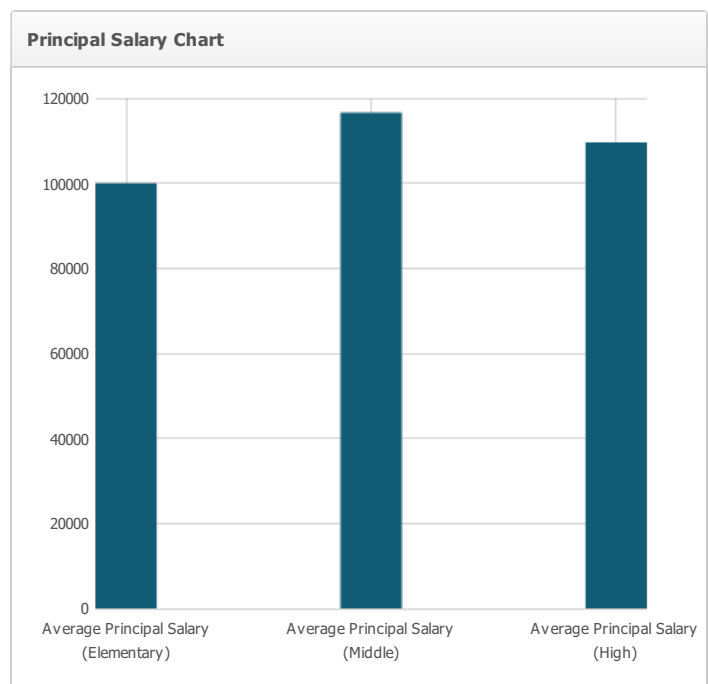
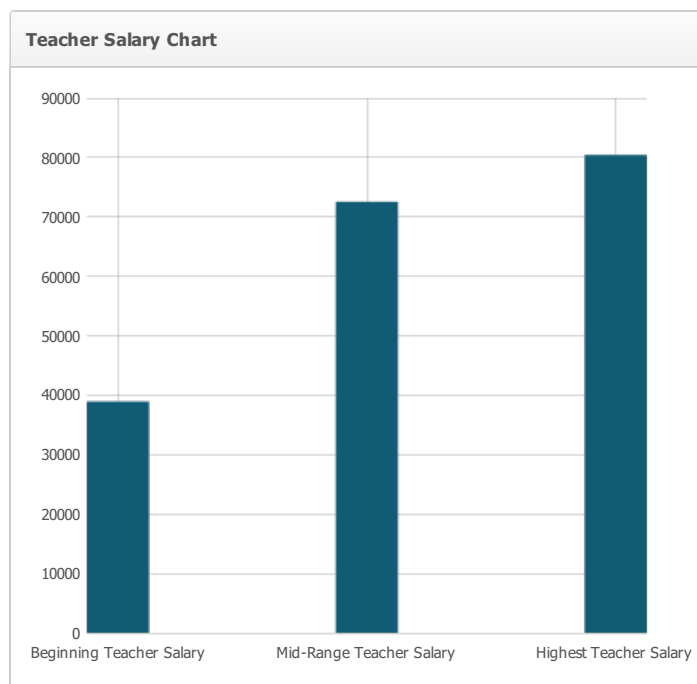
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

*Last updated: 1/8/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,940	\$47,547
Mid-Range Teacher Salary	\$72,551	\$74,775
Highest Teacher Salary	\$80,424	\$93,651
Average Principal Salary (Elementary)	\$99,969	\$116,377
Average Principal Salary (Middle)	\$116,584	\$122,978
Average Principal Salary (High)	\$109,582	\$135,565
Superintendent Salary	\$185,170	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



*Last updated: 1/7/2019*

## Professional Development

Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development and ADA Accessibility training), English Language Arts / Math strategies, Multi-Tiered

Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training.

*Last updated: 1/8/2019*