

## C. A. Jacobs Intermediate

# 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.



C. A. JACOBS  
MIDDLE SCHOOL

### Dan Bledsoe, Principal

Principal, C. A. Jacobs Intermediate

#### About Our School

Welcome to C.A. Jacobs Intermediate School, home of the Cougars! As you walk through the doors of C.A. Jacobs, you will feel the warmth and welcome of the school that supports all students. Each year is dedicated to furthering and supporting the ongoing academic, personal, and social growth of our students. We work together to build upon our successes as well as in adapting to the changing needs of our students and school community. A key idea in our approach to student achievement is to carefully consider and address individual student needs. We believe all students can learn, and that it is our collective responsibility to ensure that they all learn at high levels. We accomplished this by providing a challenging curriculum that is delivered in a safe environment by a dedicated, nurturing staff.

#### Contact

*C. A. Jacobs Intermediate*  
200 North Lincoln St.  
Dixon, CA 95620-3209

Phone: 707-693-6350  
Email: [dan.bledsoe@dixonusd.org](mailto:dan.bledsoe@dixonusd.org)

## About This School

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

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>Email Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Website</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	C. A. Jacobs Intermediate
<b>Street</b>	200 North Lincoln St.
<b>City, State, Zip</b>	Dixon, Ca, 95620-3209
<b>Phone Number</b>	707-693-6350
<b>Principal</b>	Dan Bledsoe, Principal
<b>Email Address</b>	<a href="mailto:dan.bledsoe@dixonusd.org">dan.bledsoe@dixonusd.org</a>
<b>Website</b>	<a href="http://caj.dixonusd.org/">http://caj.dixonusd.org/</a>
<b>County-District-School (CDS) Code</b>	48705326051023

*Last updated: 1/12/2020*

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

C.A. Jacobs Intermediate School is located in the city of Dixon which was founded in 1868 upon the rich farmlands of Solano County. Linked with the rest of California in 1874 by the Southern Pacific Railroad, Dixon merged with nearby Silveyville residents to form what is today one of the most productive agricultural communities in Northern California. While historically an agricultural town, Dixon, California is now primarily a residential community of 18,000 for people who work in Sacramento, Davis, and the San Francisco Bay Area. While the city has experienced growth it remains a "small town at heart," whose residents pride themselves on the high level of community involvement.

C.A. Jacobs is the only middle school in the Dixon Unified School District which serves approximately 3,200 students K-12 in three elementary schools, one middle school, one comprehensive high school 9-12, and several alternatives programs such as Maine Prairie Continuation High School, the options center, Dixon Community Day School, and Independent Study programs. During the 2017-18 school year, C.A. Jacobs served 7th and 8th-grade students, and in the 2018-19 school year, C.A. Jacobs served 6th, 7th, and 8th. Enrollment in 2015-16 was 534 students, 2016-17 523 students, 2017-18 531 students, 2018-19 740 students, and 2019-20 is 731 students.

C.A. Jacobs prides itself on being a culture that focuses on relationships and providing excellent first instruction through the Professional Learning Community model. The faculty, administration, and support staff provide an exemplary learning environment where students have access to programs targeted at their needs where a data-rich environment is used to provide instruction where students greatest needs are. Academic learning is the primary focus of the school.

C.A. Jacobs Vision and Mission Statements

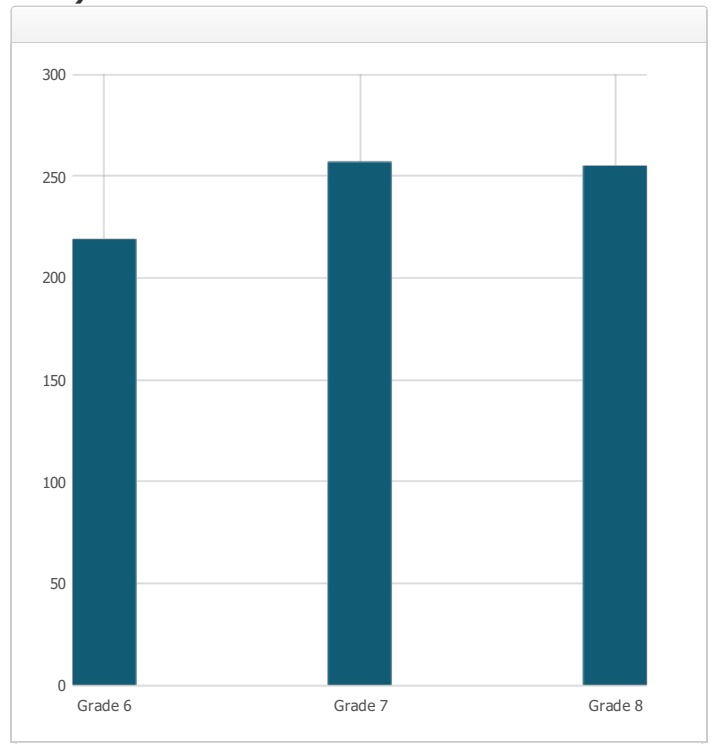
C.A. Jacobs vision is to close the achievement gap by preparing all students for college and career readiness and success in a global society.

C.A. Jacobs Mission is that Cougars are Safe, Respectful, and Productive

*Last updated: 1/18/2020*

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

Grade Level	Number of Students
Grade 6	219
Grade 7	257
Grade 8	255
Total Enrollment	731



Last updated: 1/12/2020

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

Student Group	Percent of Total Enrollment
Black or African American	1.90 %
American Indian or Alaska Native	0.30 %
Asian	0.80 %
Filipino	1.60 %
Hispanic or Latino	62.80 %
Native Hawaiian or Pacific Islander	0.50 %
White	27.10 %
Two or More Races	3.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.60 %
English Learners	22.20 %
Students with Disabilities	10.50 %
Foster Youth	0.30 %
Homeless	6.40 %

## A. Conditions of Learning

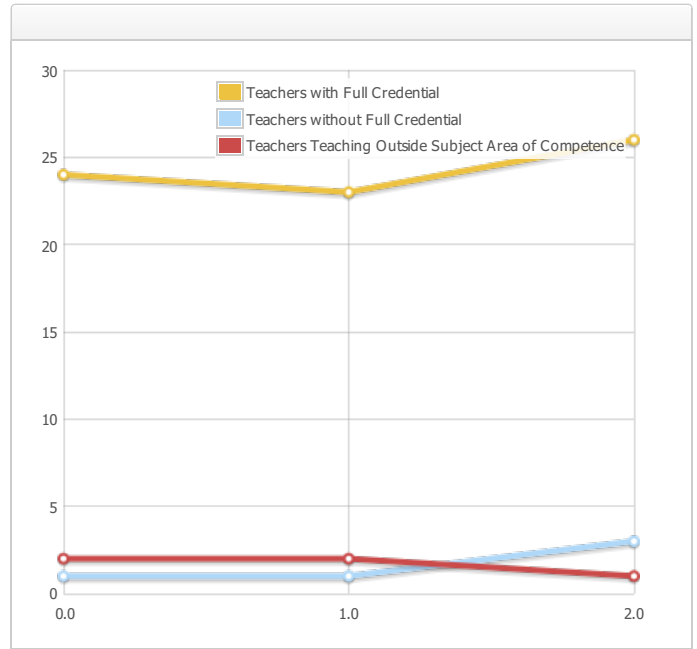
### State Priority: Basic

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

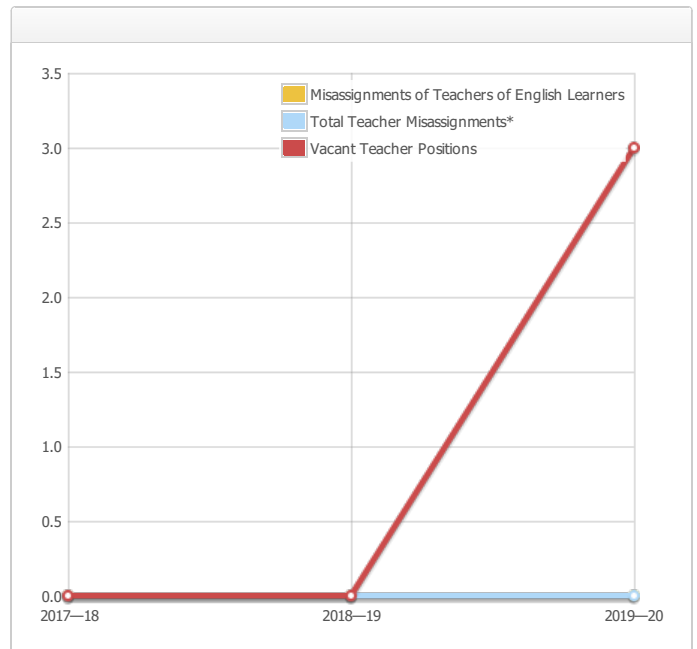
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	24	23	26	153
Without Full Credential	1	1	3	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	1	1



Last updated: 1/18/2020

#### 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	3



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: 1/18/2020

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw -Hill Glencoe Literature California Treasures (Adopted 2012)  Novels <ul style="list-style-type: none"> <li>• The Book Thief</li> <li>• The Outsiders</li> <li>• The Hunger Games</li> <li>• Esperanza Rising</li> <li>• The Giver</li> <li>• Wonder</li> <li>• The Only Road</li> </ul>	Yes	0.00 %
Mathematics	Houghton Mifflin Harcourt - Big Ideas Math Houghton Mifflin Harcourt - Big Ideas Math Accelerated CPM - Core Connections, Integrated I	Yes	0.00 %
Science	Prentice Hall- California Earth Science Prentice Hall/Pearson - Focus on California Life Science Prentice Hall/Pearson - Focus on California Physical Science	Yes	0.00 %
History-Social Science	Holt - World History Ancient Civilizations Holt – California Social Studies: United States History Independence to 1914 Holt – California Social Studies: World History Medieval to Early Modern Times	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: 1/31/2020

## School Facility Conditions and Planned Improvements

C.A. Jacobs Intermediate Schools' campus was originally built in 1964. Modernization was completed in 2004 using State School Facilities Program and local Measure V general obligation funding in 2002/03. The school currently contains 16 permanent, and 9 portable classrooms, a band room, a gym, a computer lab, a multipurpose room, a library, and an administration building, blacktop area for basketball courts, soccer field, and a softball field. 100% of our bathrooms are in working order. The Dixon Unified School District along with North Bay Schools Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. All HVAC units undergo regular maintenance and cleaning. All classrooms currently have WIFI capabilities. Above and beyond the daily cleaning maintenance performed by custodial staff, the district schedules thorough cleaning of classrooms on a regular basis. There are no scheduled facility improvements.

*Last updated: 1/31/2020*

## 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	
<b>Interior:</b> Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment and has passed A General Obligation Facility Improvement Bond. Over the next few years, the District will be engaged in several modernization projects.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	The District has completed a Facilities Needs Assessment and has passed A General Obligation Facility Improvement Bond. Over the next few years, the District will be engaged in several modernization projects.
<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	Fair	

## Overall Facility Rate

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

Overall Rating	Fair
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*Last updated: 1/31/2020*

## 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)	40.0%	35.0%	42.0%	41.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	44.0%	31.0%	34.0%	33.0%	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: 1/18/2020*

**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	734	718	97.82%	2.18%	35.10%
Male	387	376	97.16%	2.84%	27.39%
Female	347	342	98.56%	1.44%	43.57%
Black or African American	13	13	100.00%	0.00%	23.08%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	11	11	100.00%	0.00%	45.45%
Hispanic or Latino	462	456	98.70%	1.30%	27.85%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	195	188	96.41%	3.59%	53.19%
Two or More Races	24	23	95.83%	4.17%	21.74%
Socioeconomically Disadvantaged	456	447	98.03%	1.97%	24.83%
English Learners	270	263	97.41%	2.59%	14.83%
Students with Disabilities	83	78	93.98%	6.02%	6.41%
Students Receiving Migrant Education Services	23	23	100.00%	0.00%	26.09%
Foster Youth	--	--	--	--	
Homeless	46	46	100.00%	0.00%	17.39%

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: 1/18/2020*



**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	734	717	97.68%	2.32%	31.09%
Male	387	375	96.90%	3.10%	26.81%
Female	347	342	98.56%	1.44%	35.78%
Black or African American	13	13	100.00%	0.00%	8.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	11	11	100.00%	0.00%	45.45%
Hispanic or Latino	462	454	98.27%	1.73%	24.56%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	195	188	96.41%	3.59%	44.15%
Two or More Races	24	23	95.83%	4.17%	34.78%
Socioeconomically Disadvantaged	456	446	97.81%	2.19%	20.54%
English Learners	270	263	97.41%	2.59%	13.03%
Students with Disabilities	83	79	95.18%	4.82%	5.06%
Students Receiving Migrant Education Services	23	22	95.65%	4.35%	22.73%
Foster Youth	--	--	--	--	
Homeless	46	44	95.65%	4.35%	18.60%

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: 1/18/2020*

**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: 1/18/2020*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.10%	35.50%	17.60%

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: 1/31/2020*

## 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)

Parents play an important role at C.A. Jacobs Middle School through active participation and involvement in the school Site Council, English Learners Advisory Committee, Parent/Teacher Organization, Back to School Night, Open House, and Parent/Teacher conferences. Parents are welcome to volunteer in classrooms and at school activities. C.A. Jacobs Middle School also benefits from donations and partnerships with local businesses and services. C.A. Jacobs Parent/Teacher Organization helps to fundraise for events, volunteer at the school, and supports our staff and students throughout the year.

### State Priority: Pupil Engagement

*Last updated: 1/12/2020*

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	16.70%	16.40%	16.30%	7.70%	6.90%	6.70%	3.60%	3.50%	3.50%
Expulsions	0.20%	0.00%	0.30%	0.20%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/18/2020*

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

The safety of students and staff is a primary concern of C.A. Jacobs Middle School. The school Site Safety Plan is evaluated and revised annually. Key elements of the Safety Plan include the school's physical, emotional, and cultural environment along with the Emergency Response Team. C.A. Jacobs Middle School maintains a disaster plan and a crisis intervention plan which lays out steps that are to be taken to ensure student and staff safety during a disaster or crisis. The school is in compliance with all laws and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster drills, and lockdown/school intruder drills, and shelter in place drills are conducted on a regular basis throughout the school year.

Students are supervised throughout the day by teachers and noon duty supervisors. All visitors to the school must sign in first at the school office and receive a visitor badge. C.A. Jacobs is currently training in, and utilizing Positive Behavioral Supports and Intervention (PBIS), which is a program based on providing students with positive supports and interventions system-wide, and has previously received training in Building Effective Schools Together (BEST).

BEST is a program based on positive behavior supports that help schools develop and implement positive school rules, rule teaching, and positive reinforcement systems school-wide. C.A. Jacobs runs student solution teams and implements a No Bully system. Collectively C.A. Jacobs is working at addressing bullying, and providing means for students to approach any issue with supportive staff and in a caring environment.

*Last updated: 1/18/2020*

## **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	9	14	4
Mathematics	26.00	1	1	1
Science	28.00	1	18	
Social Science	29.00	1	14	5

\* 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	23.00	11	15	3
Mathematics	29.00		16	2
Science	29.00		17	1
Social Science	29.00		19	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)**

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	12	19	
Mathematics	26.00	2	17	1
Science	27.00	3	16	
Social Science	27.00	4	14	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.

*Last updated: 1/18/2020*

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

Title	Ratio**
Counselors*	731.00

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

\*\*Average Number of Pupils per Counselor

*Last updated: 1/18/2020*

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.50
Nurse	0.70
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.80
Other	0.00

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

*Last updated: 1/31/2020*



**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	\$5138.00	\$186.00	\$4952.00	\$63953.00
District	N/A	N/A	\$8200.00	\$68436.00
Percent Difference – School Site and District	N/A	N/A	-49.39%	-6.77%
State	N/A	N/A	\$7506.64	\$72949.00
Percent Difference – School Site and State	N/A	N/A	-40.01%	-13.14%

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

*Last updated: 1/31/2020*

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

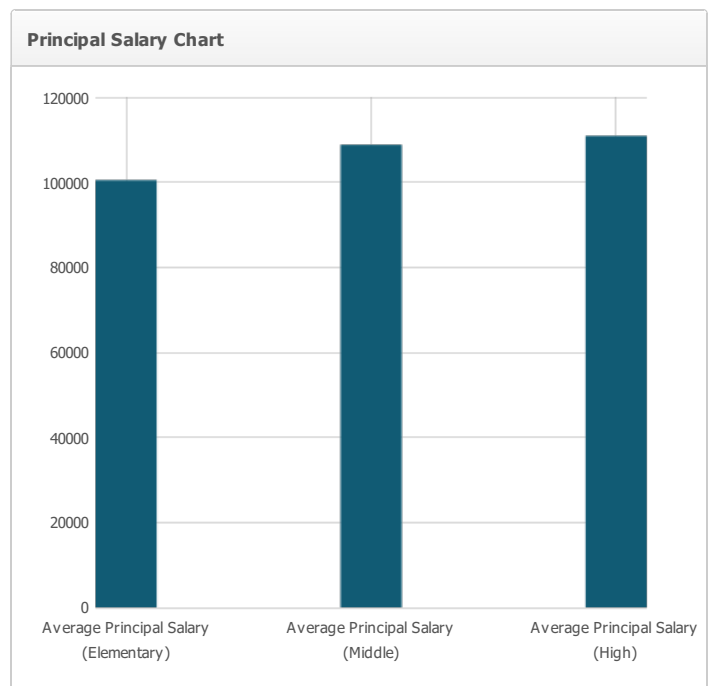
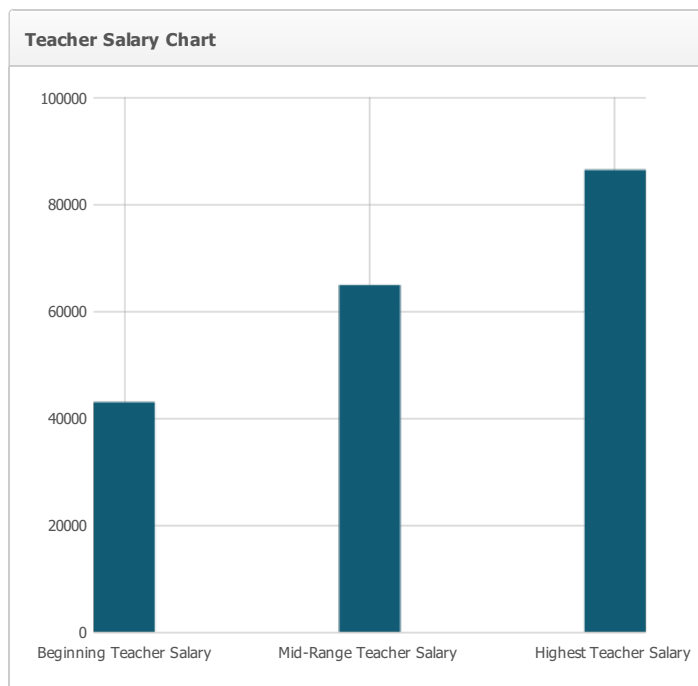
C.A. Jacobs Middle School has Individual Education Plans through the Special Education Department for qualifying students, and a 504 program to support students as well. C.A. Jacobs also has an English Language Development program, and Mental Health support available. C.A. Jacobs also has courses for students struggling in Math, and English. C.A. Jacobs also has an AVID program, and additional classes designed to help students be successful in their academic day, and routines associated with it.

*Last updated: 1/12/2020*

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,974	\$46,208
Mid-Range Teacher Salary	\$64,867	\$72,218
Highest Teacher Salary	\$86,402	\$92,742
Average Principal Salary (Elementary)	\$100,482	\$134,864
Average Principal Salary (Middle)	\$108,811	\$118,220
Average Principal Salary (High)	\$110,898	\$127,356
Superintendent Salary	\$187,101	\$186,823
Percent of Budget for Teacher Salaries	37.00%	33.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

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



Last updated: 1/12/2020

### Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	31	30