

Millswood 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.

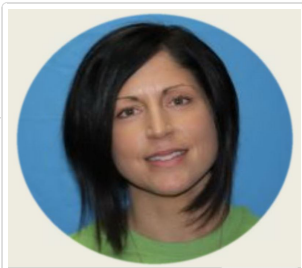
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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.



Ms. Erin Lenzi, Principal

Principal, Millswood Middle

About Our School

Millswood Middle School strives to support the high achievement of all student. Our expectation is to create lifelong learners who will become contributing and respectful members of society within a challenging and nurturing environment

Contact

Millswood Middle
233 North Mills Ave
Lodi, CA 95242-2954

Phone: 209-331-8332
Email: elenzi@lodiUSD.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Lodi Unified
Phone Number	(209) 331-7000
Superintendent	Cathy Washer
Email Address	cwasher@lodiUSD.net
Website	www.lodiUSD.net

School Contact Information (School Year 2019—20)	
School Name	Millwood Middle
Street	233 North Mills Ave
City, State, Zip	Lodi, Ca, 95242-2954
Phone Number	209-331-8332
Principal	Ms. Erin Lenzi, Principal
Email Address	elenzi@lodiUSD.net
County-District-School (CDS) Code	39685850102640

Last updated: 12/23/2019

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

History: Millwood Middle School was built and opened in 2004. It services over 800 seventh and eighth grade students on a modified traditional calendar. It operates on a 6 period day with classes including ELA, history, science, math, PE and exploratory. Exploratory courses include READ 180, AVID (Advanced via Individual Determination), Band, Strings, Choir, Ukulele, Spanish, Computer Basics and Leadership.

Millwood offers special education services to students who qualify. There is a resource specialist program and a full time resource specialist teacher for reach grade level operating in study skills, team teaching, and direct specialized Academic instruction. There is a special day class program as well as a severely handicapped/structured autism program. Millwood also has a strong Pre-AP (advanced placement) program in all core subject areas to provide extended and more in depth learning opportunities for our GATE and advanced students.

Millwood provides a three hour after school program, the Bridge Program, servicing over 100 students. During the first Academic Hour, the Bridge Program and Millwood's teachers provide tutoring and homework help. The second and third hours offer a variety of team sports, as well as recreational and co-curricular activities. Millwood also has a three day a week intervention program after school for ELA, Math, Social Science and Science Support in addition to Study Hall hours provide by the teachers.

Mission Statement:

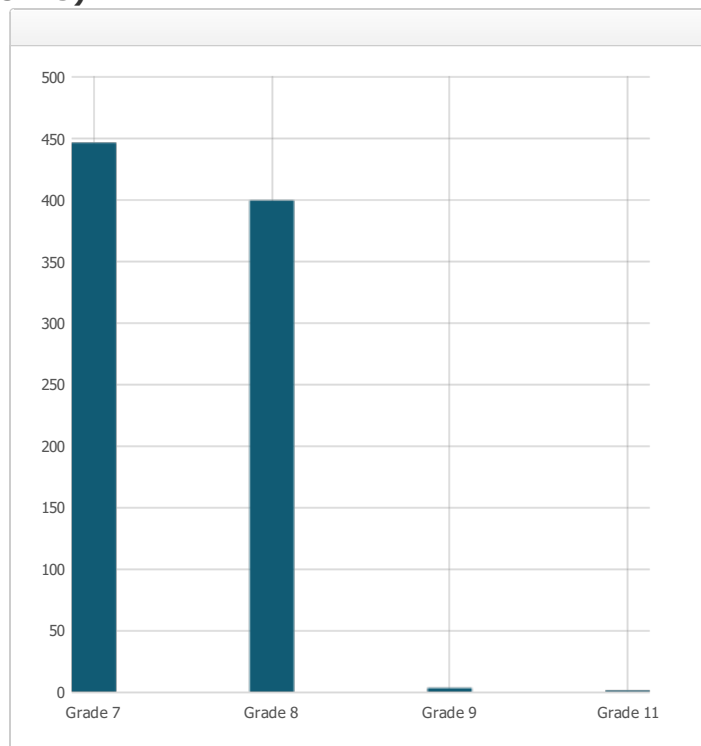
The goal of Millwood Middle School is to provide the best possible education in a safe and caring environment for all Millwood students. The educational program, which addresses intellectual, personal, physical and social development, allows students to the opportunity to reach their full potential. The staff strives to provide experiences in a setting where students, staff, and parents work together in a climate which is safe, accepting, open, caring, and trusting for all students.

Students are introduced to a college going culture at Millwood. We believe that every student should have a choice in their future, and that a good education provides them with the opportunity to make the best choice for themselves. Millwood provides programs and experiences that are the beginning of foundational skills and attitudes necessary to enter college or today's work world with confidence upon completion of high school. For the second year, Millwood is implementing the 1:1 Chromebook Take Home Initiative we developed to better meet the needs of our students and to help them practice and learn required skills for them to be successful in the 21st century.

Last updated: 12/23/2019

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

Grade Level	Number of Students
Grade 7	446
Grade 8	399
Grade 9	3
Grade 11	1
Total Enrollment	849



Last updated: 12/26/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.60 %
Asian	4.50 %
Filipino	0.80 %
Hispanic or Latino	51.10 %
Native Hawaiian or Pacific Islander	0.20 %
White	36.90 %
Two or More Races	2.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.70 %
English Learners	14.80 %
Students with Disabilities	13.90 %
Foster Youth	0.60 %
Homeless	0.10 %

A. Conditions of Learning

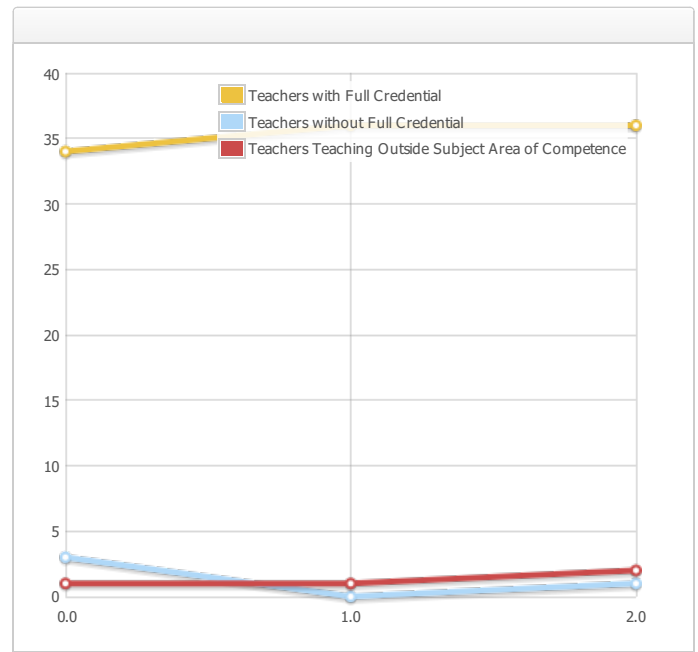
State Priority: Basic

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

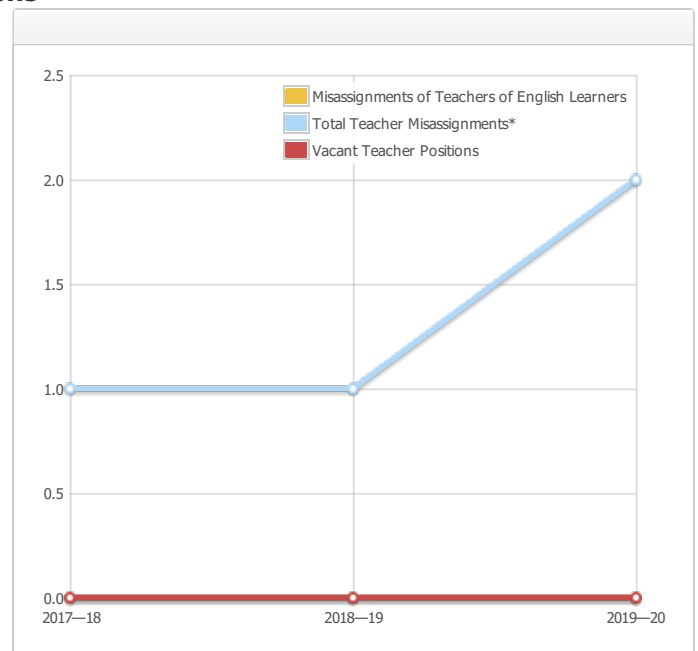
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	34	36	36	1245
Without Full Credential	3	0	1	97
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	2	16



Last updated: 12/23/2019

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*	1	1	2
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: 12/24/2019

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>(Grade 7-8 Base Core/EL Support) StudySync, McGraw Hill c. 2017 Adoption Year: 2016; From most recent adoption: Yes</p> <p>(Grade 7-8 Intervention) Scholastic Read 180-Stage B, Scholastic, c.2012 Adoption Year: 2011; From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p> <p>(Grade 7-8 Intensive Intervention/EL Support) Scholastic System 44 Next Gen, Scholastic, c.2014 Adoption Year: 2011 From most recent adoption: No, Local Board Approval of Supplemental Non-Core on 6/7/2011</p>		0.00 %
Mathematics	<p>(Grade 7 Base Core/Intervention) CMP 3 Math Grade 7, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 8 Base Core/Intervention) CMP 3 Math Grade 8, Pearson, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 4/15/2014</p> <p>(Grade 7-8 SDC) Math 180, Scholastic, c.2014 Adoption Year: 2014 From most recent adoption: No, Local Board Approval on 7/22/2014</p>		0.00 %
Science	<p>(Grade 7 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes</p> <p>(Grade 8 Base Core) Amplify Science (K-8), Amplify Education Inc., c.2018 Adoption Year: 2019; From most recent adoption: Yes</p>		0.00 %
History-Social Science	<p>(Grade 7 Base Core) Nat Geo World History: Medieval and Early Modern Times, NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p> <p>(Grade 8 Base Core) US History American Stories: Beginnings to WWI, NatGeo/Cengage, c.2018 Adoption Year: 2018; From most recent adoption: Yes</p>		0.00 %
Foreign Language	<p>(Grade 7-8 Spanish) Que Chevere! Level 1, EMC Publishing, c.2016 Adoption Year: 2015 From most recent adoption: No, Local Board Approval on 6/2/2015</p>		0.00 %
Health	<p>(Grade 7-8) Life Skills, Princeton Health Press, c.2000 Adoption Year: 2004 From the most recent adoption: No, Local Board Approval on 6/6/2004</p>		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/25/2020

School Facility Conditions and Planned Improvements

AGE OF SCHOOL BUILDINGS:

Year built 2004.

MAINTENANCE AND REPAIR:

The Millswood Middle School facilities' condition, including grounds and restrooms, are very good based on custodial staffing, a regular district painting and maintenance schedule and funding available for equipment and supplies. Custodial workers are assigned based on a district formula to ensure equity. 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 that emergency repairs are given the highest priority.

CLEANING PROCESS AND SCHEDULE:

A scheduled maintenance program is administered by Lodi Unified School District to ensure that all classrooms, restrooms and facilities are well-maintained and in good repair. Staff works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

DEFERRED MAINTENANCE PROJECTS: 2012 Energy saving lighting retro completed.

MODERNIZATION PROJECTS: 2012 Repainted exterior tilt-up walls, re-roofed various portables, repaired multi-purpose restrooms & main restrooms. 2014 Re-stripped multi-purpose basketball courts. 2015 Added access control and cameras for security. 2016 Stained the entry way concrete floor area and poured additional concrete to courtyard and front gates. 2017 Prop 39 Yr 2 Wireless Energy Management System Replacement Project completed.

NEW SCHOOL CONSTRUCTION PROJECTS: N/A

Data on school facilities was collected for Millswood Middle on 10/8/2019.

Lodi Unified School District takes great effort to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office. As of October 2019, none of the eight emergency facilities needs specified in Education Code Section 17592.72 (c)(1) exist at Millswood Middle. These needs include:

- gas leaks
- nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems
- electrical power failure
- major sewer line stoppage
- major pest or vermin infestation
- broken windows or exterior doors or gates that will not lock and that pose a security risk
- abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff
- structural damage creating a hazardous or uninhabitable condition

Last updated: 12/27/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

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

Last updated: 12/27/2019

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 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)	45.0%	45.0%	44.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	32.0%	33.0%	34.0%	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: 1/7/2020

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	836	812	97.13%	2.87%	45.07%
Male	425	414	97.41%	2.59%	38.16%
Female	411	398	96.84%	3.16%	52.26%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	38	36	94.74%	5.26%	66.67%
Filipino	--	--	--	--	
Hispanic or Latino	429	420	97.90%	2.10%	32.14%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	308	297	96.43%	3.57%	57.91%
Two or More Races	21	21	100.00%	0.00%	76.19%
Socioeconomically Disadvantaged	558	544	97.49%	2.51%	34.38%
English Learners	261	254	97.32%	2.68%	20.87%
Students with Disabilities	111	103	92.79%	7.21%	8.74%
Students Receiving Migrant Education Services	--	--	--	--	
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: 1/7/2020

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	836	816	97.61%	2.39%	31.86%
Male	425	416	97.88%	2.12%	30.29%
Female	411	400	97.32%	2.68%	33.50%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	38	37	97.37%	2.63%	45.95%
Filipino	--	--	--	--	
Hispanic or Latino	429	423	98.60%	1.40%	20.09%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	308	298	96.75%	3.25%	44.30%
Two or More Races	21	21	100.00%	0.00%	57.14%
Socioeconomically Disadvantaged	558	548	98.21%	1.79%	23.36%
English Learners	261	257	98.47%	1.53%	11.28%
Students with Disabilities	111	103	92.79%	7.21%	3.88%
Students Receiving Migrant Education Services	--	--	--	--	
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: 1/7/2020

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: 1/3/2020

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	17.30%	24.20%	30.60%

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: 1/18/2020

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 have numerous opportunities to get involved through our Parent Club, English Learn Advisory Committee, noon duty aides, and volunteering. Parents interested in participating in school events may call Erin Lenzi, Principal at 331-8332.

Millwood's Parent Club is an intricate part of our school providing various opportunities for parents to become involved in their student's school experience. Each year volunteers organize Honor Roll Assemblies, Family Events, and snacks for school dances. Our volunteers manage and run the General Store, which is our largest fund raising activity. They also provide scholarships for our five day Catalina trip, other school field trips, and they support our school with teacher and staff appreciation events.

Last updated: 12/23/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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	8.70%	6.10%	9.50%	5.10%	4.60%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.30%	0.20%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 12/27/2019

School Safety Plan (School Year 2019—20)

A Comprehensive School Safety Plan is in place to address safety issues as well as a school wide plan to eliminate bullying behavior. Key elements of the safety plan include safe school strategies and programs, disaster response procedures, procedures for safe ingress and egress and rules and procedures on school discipline. School wide behavior expectations and discipline policies are consistently applied and students are provided adult supervision at all times. Visitors to the school must sign in at the office and receive a visitor's pass prior to going to classrooms. Visitors must return to the office and sign out upon leaving the school. Our Comprehensive School Safety Plan was last reviewed on 11/30/2017.

Last updated: 1/9/2020

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	23.00	19	14	6
Mathematics	24.00	12	22	2
Science	26.00	7	26	
Social Science	27.00	5	20	6

* 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	21	15	7
Mathematics	25.00	6	26	
Science	26.00	4	26	1
Social Science	26.00	4	26	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	24.00	19	17	5
Mathematics	26.00	5	25	3
Science	28.00	3	22	5
Social Science	28.00	3	21	6

* 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: 12/27/2019

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

Title	Ratio**
Counselors*	424.50

*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.

**Average Number of Pupils per Counselor

Last updated: 1/3/2020

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)	0.00
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.67
Social Worker	0.00
Nurse	0.46
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	2.00
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.

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	\$10641.30	\$3336.20	\$7305.10	\$66451.90
District	N/A	N/A	\$7675.10	\$73304.00
Percent Difference – School Site and District	N/A	N/A	-4.90%	-9.80%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-2.70%	-21.40%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

In addition to services provided with general funding, Lodi Unified School District also provides programs and supplemental services that are funded through either Local Control Funding Formula (LCFF) or other sources. Services vary by school and may include:

- After School Programs
- AVID Programs
- Special Education
- Counseling Services (Academic and Career)
- Extended Day/Year/Summer School
- Supplemental instructional materials
- Enrichment Programs
- Access to Technology
- Social Services
- Athletic Programs
- Program for English Learners

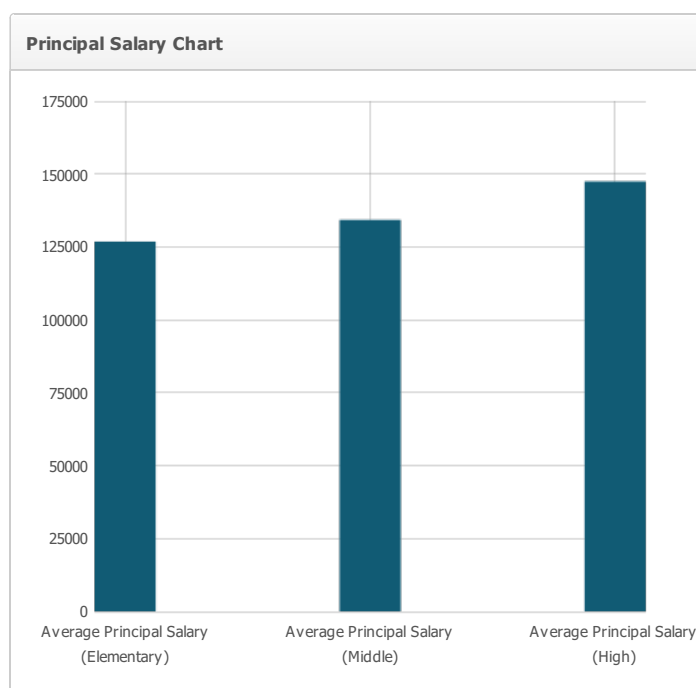
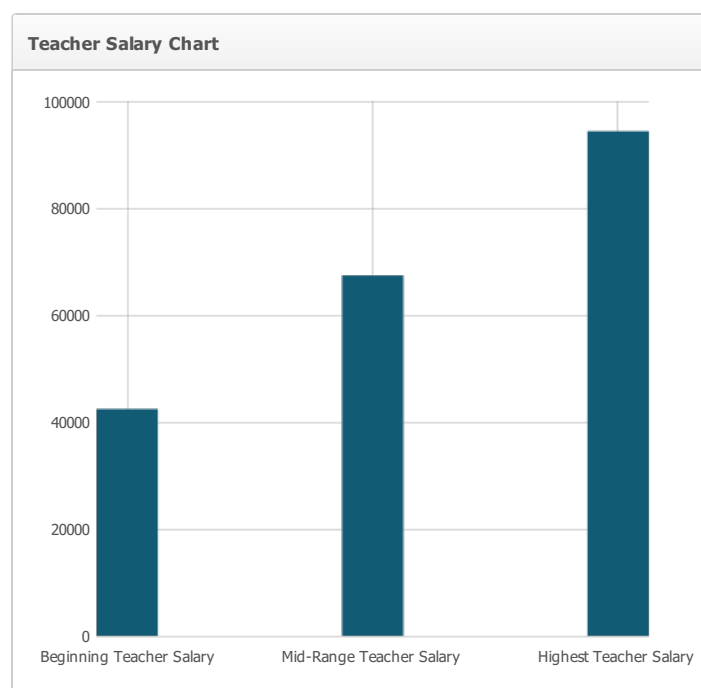
Check with the school principal to get more information about the services that are specific to the school.

Last updated: 12/27/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,429	\$48,612
Mid-Range Teacher Salary	\$67,409	\$74,676
Highest Teacher Salary	\$94,369	\$99,791
Average Principal Salary (Elementary)	\$126,817	\$125,830
Average Principal Salary (Middle)	\$134,286	\$131,167
Average Principal Salary (High)	\$147,458	\$144,822
Superintendent Salary	\$258,723	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	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: 1/9/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Last updated: 12/27/2019