

# Oakbrook Academy of the Arts

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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/fg/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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Oakbrook Academy of the Arts
<b>Street</b>	700 Oakbrook Drive
<b>City, State, Zip</b>	Fairfield CA, 94534
<b>Phone Number</b>	(707) 863-7930
<b>Principal</b>	Justine Turner
<b>Email Address</b>	justinet@fsusd.org
<b>County-District-School (CDS) Code</b>	48-70540-6106405

Entity	Contact Information
<b>District Name</b>	Fairfield-Suisun Unified School District
<b>Phone Number</b>	(707) 399-5000
<b>Superintendent</b>	Kris Corey
<b>Email Address</b>	krisc@fsusd.org
<b>Website</b>	www.fsusd.org

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

Oakbrook Academy of the Arts is a Transitional Kindergarten (TK) through 8 school with an emphasis on visual and performing arts integrated with our California State Standards Districts curriculum. Strong connections exist with Rodriguez High School in music, Benicia Ballet for dance, Starbound Theater and Mrs. Wayne of Wayne's World Dance Studio. These teachers serve every student every week. A full time art teacher also serves students. Music experiences are provided in varied ways. TK, Kindergarten and 4th grades focus on music while 1st and 5th grades focus on dance. 2nd and 6th grades focus on visual arts as 3rd and 7th grades focus on theater. Finally, 8th grade concentrates on all four sets of mediums. Students participate in field trips that integrate art into the experience as well as host visiting artists on the school site. Oakbrook's mission is to drive art integration where the curriculum comes alive through the arts and where every student can find a way--traditionally or through the arts--to demonstrate academic success.

Oakbrook Academy of the Arts middle grade students also participate in after school sports programs with other K-8 schools. Before and after school interventions, in-school interventions with small group work, and lunchtime interventions are provided. Chromebooks are utilized in classrooms daily, with 2nd through 8th grade at a 1:1 student to device ratio. All students participate in PE with a full time PE specialist teacher. Oakbrook staff utilize research based strategies to support students in problem solving, explaining and justifying, finding alternative ideas and skills, cooperation, collaboration and communication..

Dolphin PROUD (Positive, Respectful, Own your Actions, United, Understanding others, and Determined to Succeed) is Oakbrook's multi-tiered system for student academic and social success. Students receive Dolphin PROUD tickets for demonstrating any of these positive traits.

Mission Statement: "We inspire all students to engage in relevant learning that challenges them to develop and a mind set to grow and persevere. We are striving to be and academic creative community where students are valued and challenged to become high achieving and empathetic global citizens."

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

Grade Level	Number of Students
Kindergarten	80
Grade 1	47
Grade 2	63
Grade 3	66
Grade 4	57
Grade 5	46
Grade 6	77
Grade 7	54
Grade 8	56
Total Enrollment	546

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

Student Group	Percent of Total Enrollment
Black or African American	10.6
Asian	4.8
Filipino	10.6
Hispanic or Latino	35.2
Native Hawaiian or Pacific Islander	1.1
White	26
Two or More Races	11.7
Socioeconomically Disadvantaged	41
English Learners	6.8
Students with Disabilities	12.1
Foster Youth	0.4
Homeless	0.4

**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	22	24	39	882
Without Full Credential	4	3	0	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	20

## 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.

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

**Year and month in which data were collected:** December 2019

All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition. A listing of all textbooks that are locally adopted and used in all elementary schools is continuously updated for viewing and public download at: <http://www.fsusd.org//Domain/837>

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>Science</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>History-Social Science</b>	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.	Yes	0%
<b>Foreign Language</b>			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: <a href="https://www.fsusd.org/domain/4932">https://www.fsusd.org/domain/4932</a> Textbooks in all core subjects are current and in good condition.		
Visual and Performing Arts			0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

The voters of the community approved a \$249 million General Obligation Bond to provide facility upgrades and improvements. \$9 million has been allocated to modernize the campus, which will include a new performing arts building. The project also includes work that was completed in summer 2019, installing a new kindergarten play structure and remodeling student restrooms. The most recent Facility Inspection Tool (FIT) identified the need for roof repair and exterior painting, which will be completed in summer 2020.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** SEPTEMBER 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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Two student restrooms have been remodeled summer of 2019.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roofs are scheduled to go out for bid and will be completed during the summer of 2020.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	School is scheduled to be painted in summer 2020.
<b>Overall Rating</b>	Good	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	46	50	44	45	50	50
<b>Mathematics (grades 3-8 and 11)</b>	38	43	32	33	38	39

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.

**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	360	351	97.50	2.50	49.86
Male	189	183	96.83	3.17	40.44
Female	171	168	98.25	1.75	60.12
Black or African American	51	50	98.04	1.96	34.00
American Indian or Alaska Native					
Asian	17	15	88.24	11.76	53.33
Filipino	36	35	97.22	2.78	54.29
Hispanic or Latino	126	124	98.41	1.59	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	91	97.85	2.15	57.14
Two or More Races	32	31	96.88	3.12	51.61
Socioeconomically Disadvantaged	159	154	96.86	3.14	42.86
English Learners	46	43	93.48	6.52	39.53
Students with Disabilities	47	45	95.74	4.26	8.89
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.

**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	360	350	97.22	2.78	42.86
Male	189	183	96.83	3.17	41.53
Female	171	167	97.66	2.34	44.31



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	51	50	98.04	1.96	26.00
American Indian or Alaska Native					
Asian	17	15	88.24	11.76	66.67
Filipino	36	35	97.22	2.78	51.43
Hispanic or Latino	126	124	98.41	1.59	40.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	93	91	97.85	2.15	53.85
Two or More Races	32	30	93.75	6.25	30.00
Socioeconomically Disadvantaged	159	154	96.86	3.14	35.71
English Learners	46	43	93.48	6.52	37.21
Students with Disabilities	47	44	93.62	6.38	13.64
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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### 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.

### 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 areas 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
5	18.8	6.2	10.4
7	3.6	12.5	1.8

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.

## 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)

A strong and supportive PTA is a key part of the enrichment program at Oakbrook, from assemblies to activities. Parents, grandparents, aunts and other treasured volunteers participate by working directly in the rooms at each grade level, helping from home, working lunch duty and before-school duty as well as providing classroom support. Each year brings a new group of parents in as well, and it is a pleasure to build this partnership. Parents and community members also support school programs through events like the Dancing with the Dolphins annual Gala. Other family events include: thematic mother-son dance and father-daughter dance; Trunk or Treat performances and dance; Winter Family Night choir and dance performances; grade level VAPA performances; and, performances in the larger community events. Parents are considered partners and support the school artistically and academically. In addition, parents have opportunities to be involved through Site Council and ELAC membership. Parent and community support and partnerships are vital to Oakbrook's student academic, artistic and social success.

### 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	2.5	1.4	1.0	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

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

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The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

As part of the School Safety Plan, Oakbrook's positive support includes parent-positive contact through Dolphin PROUD: Polite, Respectful, Owning their own actions, United and Determined to succeed. Students who are recognized throughout the day for displaying these qualities will receive a PROUD card. When students accumulate five PROUD cards, they get a certificate from the office and a prize. Oakbrook also has a Dynamic Dolphin award available on a weekly basis to recognize PROUD behaviors, academic achievement, and exceptional attendance. These awards are "teacher's choice" and can be granted for many varieties of student success. Students are also given Effort Awards when they demonstrate grit and determination. Assemblies, day events, and leadership opportunities are used to build school spirit and enhance involvement.

Students practice emergency procedures like fire and earthquake drills, as well as the actions to take when approached by a stranger. Each practice has its own plan for shelter/escape behaviors. As a result of several staff members attending the Solano County Safety Symposium on October 9, escape procedures have been revised. The most recent discussion and practice was on October 23, 2019 that included local Police Department presence and feedback to improve emergency response procedures.

## 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		26		3		27		3	
1	25		3		22		3		24		2	
2	27		2		23		3		21	2	1	
3	31		2		25		2		22		3	
4	20	1	2		34			1	32		1	
5	29		3		30		3		33		1	1
6	24		3		34			2	30		2	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	.8
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	2.0

\*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	\$5,695.48	\$799.91	\$4,895.57	\$68,079.50
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-8.8	3.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-42.1	-19.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Oakbrook Elementary receives general and targeted funds to support student programs and services. Small group targeted interventions taught by teachers were offered both before and after school in 2018-19. Funds were also spent on a strong student support system by implementing Dolphin PROUD, Dynamic Dolphins, and other academic and social awards. Funds were also provided to support gifted students, clubs, and artistic ventures. Additionally, targeted funds were used to support English learners. Enhancements were made in the visual and performing arts program for all grade levels. Site funds also supported transportation costs so students were able to participate in rich art and curricular experiences. Funds were also used to purchase materials/hardware to support visual and performing arts integration and student engagement opportunities like assemblies.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	9

The primary focus of teacher professional development in 2018-19 was the integration of the visual and performing arts with California State Standards in math, science, and language arts. Training was also provided to support teachers' analysis of local assessment data. Staff have also attended additional professional development in visual and performing arts integration. Eight teachers have now received an Integrated Learning Specialist Credential through intensive courses at Solano County Office of Education. Staff also received training on the development and implementation of Positive Behavior in Schools (PBIS).