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Informe de Responsabilidad Escolar

Acerca de esta escuela

[Exención de responsabilidad traducción](#)

Información de contacto (año escolar 2018-19)

Spanish ▼

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Distrito Información de contacto (año escolar 2018-19)

Nombre del distrito Paramount Unified**Número de teléfono** (562) 602-6000**Superintendente** Ruth Pérez**Dirección de correo electrónico** rperez@paramount.k12.ca.us**sitio web** www.paramount.k12.ca.us

Escuela Información de contacto (año escolar 2018-19)

Nombre de la escuela Frank J. Zamboni**Calle** 15733 South Orange Ave.**Código postal** Paramount, Ca, 90723-4378**Número de teléfono** 562-602-8048**Director de escuela** Sue Saikaly, Principal**Dirección de correo electrónico** ssaikaly@paramount.k12.ca.us**sitio web** <https://zamboni.pusdschools.net/>**Condado-Distrito-School (CDS) Código** 19648736114615

Última actualización: 01/24/2019

Descripción y misión (año escolar 2018-19)

Declaración de la Misión / Objetivos |

Todos los estudiantes tienen derecho a una educación de calidad en un ambiente positivo y seguro que promueve la dignidad, el respeto, el alto rendimiento y ciudadanos productivos, responsables en una sociedad multicultural.

1. Los maestros creen que todos los estudiantes pueden aprender.
2. La escuela se dirige a cada estudiante: intelectual, emocional, social y físico.
3. Los maestros tienen altas expectativas para cada estudiante al tiempo que reconoce las diferencias individuales.
4. El desarrollo de la autoestima positiva promueve el respeto y la cooperación.

5. El orgullo en el propio trabajo es esencial para alcanzar su potencial.
6. La promoción de la responsabilidad personal desarrolla miembros activos de la sociedad.
7. El aprendizaje se valora como un proceso de toda la vida.
8. Un ambiente positivo, seguro permite a los estudiantes para llevar a cabo en un riesgo - ambiente libre.

Compromisos comunes

Esta sección incluye información sobre las metas y los programas de la escuela.

Curriculum, Instruction and Assessment

As a school staff we will...

- complete lesson plans with a focus on common core strategies and high level student engagement
- incorporate Thinking Map strategies and graphic organizers;
- incorporate active participation strategies throughout the lesson;
- incorporate technology in all content areas
- implement Integrated EL and LTEL strategies in all content areas;
- provide instruction that accommodates different learning modalities to ensure success;
- identify essential learning during STPT for all core content areas;
- provide multiple measures for assessments;
- provide interventions prior to retakes of assessments in all core content areas;
- collaborate to create common assessments and lessons;
- use Cycle of Inquiry to analyze common assessments to drive instruction;
- post each students' exemplary work and
- post academic achievement of all students in the classrooms and throughout the school.

Focus on Students and Access for All

As a school staff we will...

- prioritize the needs of students over the needs of the system;
- provide students with proactive and systematic prevention strategies and interventions instead of waiting for failure;
- work together to take collective responsibility for all students;
- provide all students access to academic, career planning, behavioral, and emotional support services and
- encourage each student to participate in a variety of curricular and co-curricular programs;
- institute Guidelines for Success, recognizing students good character.

Working as a Professional Learning Community

As a school staff we will...

- have high standards and expectations for student success;
- focus on developing high-performing collaborative teams;
- improve professional practices;
- support collaborative problem solving;
- Model what it means to be a lifelong learner.

A Culture for Learning

As a school staff we will...

- conduct ourselves in a professional manner;
- treat each other with mutual respect and consideration;
- implement tenets of Safe & Civil Schools and
- ensure collectively student learning and success.

Continuous Cycle of Improvement

As a school staff we will...

- focus on student learning;

• focus on student learning;

- engage in observing each other to refine best practices;

- openly share data among teachers who work collaboratively to improve student learning and
- provide students with on-going specific feedback and involve them in assessing their own learning.

Community Engagement

As a school staff we will...

- ensure parents play an active role in the education of their children;
- have open and frequent communication between all stakeholders and
- work collaboratively to provide a safe environment for learning.

Community Engagement

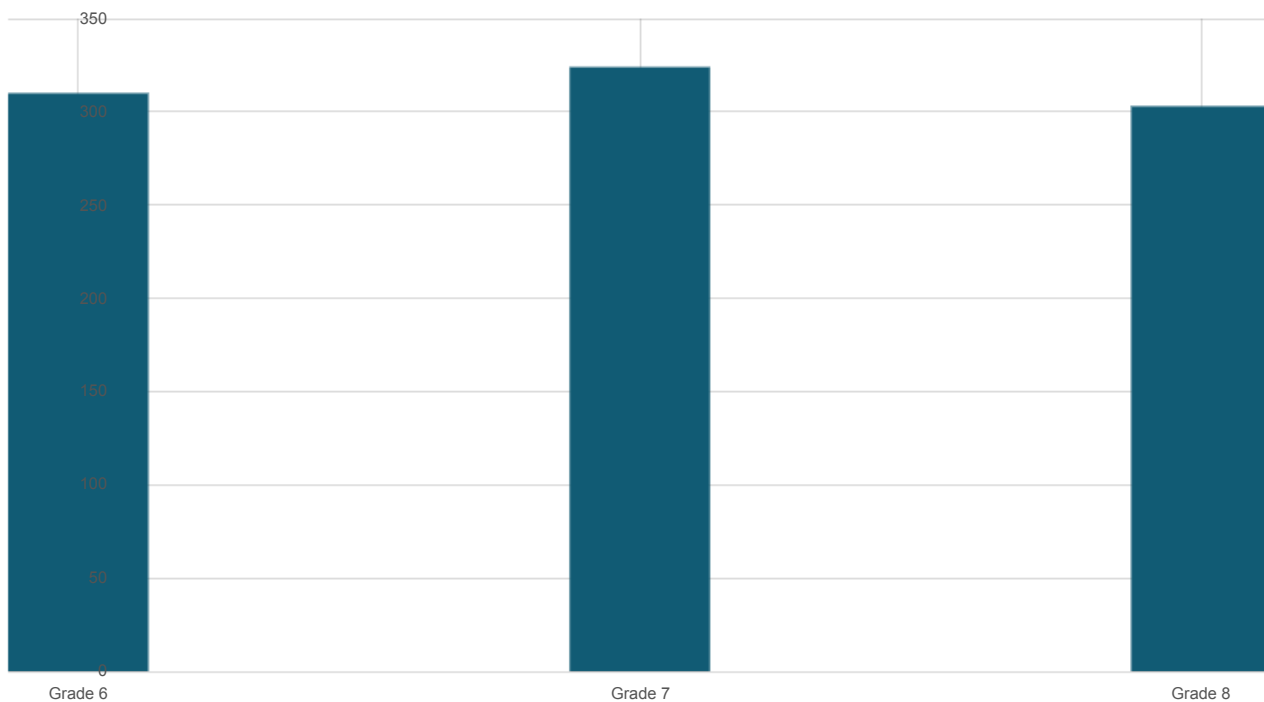
As a school staff we will...

- ensure parents play an active role in the education of their children;
- have open and frequent communication between all stakeholders and
- work collaboratively to provide a safe environment for learning.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 6	310
Grade 7	324
Grade 8	303
Total Enrollment	937



Last updated: 1/24/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	5.0 %
American Indian or Alaska Native	0.2 %
Asian	0.3 %

Student Group		Percent of Total Enrollment
Filipino		0.1 %
Hispanic or Latino		92.4 %
Native Hawaiian or Pacific Islander		0.5 %
White		0.6 %
Two or More Races		0.5 %
Other		0.4 %
Student Group (Other)		Percent of Total Enrollment
Socioeconomically Disadvantaged		95.2 %
English Learners		31.4 %
Students with Disabilities		11.1 %
Foster Youth		1.2 %
Questions: SARC TEAM sarc@cde.ca.gov 916-319-0406		
California Department of Education 1430 N Street Sacramento, CA 95814		


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Informe de Responsabilidad Escolar

A. Condiciones de Aprendizaje

Prioridad Estado: Básico

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Básico (Prioridad 1):

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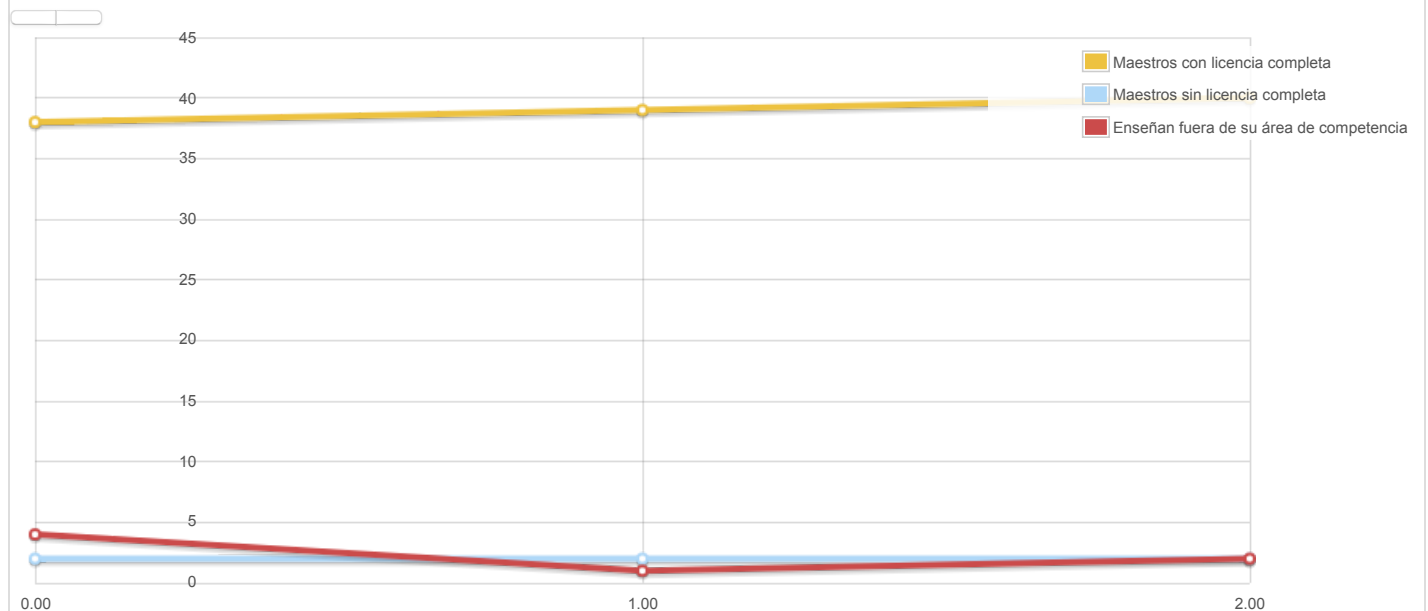
Spanish ▼

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- Grado en que los maestros están debidamente asignados y completamente acreditados en la materia y para los alumnos que están enseñando;
- Los alumnos tienen acceso a materiales de instrucción alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado

Credenciales de los maestros

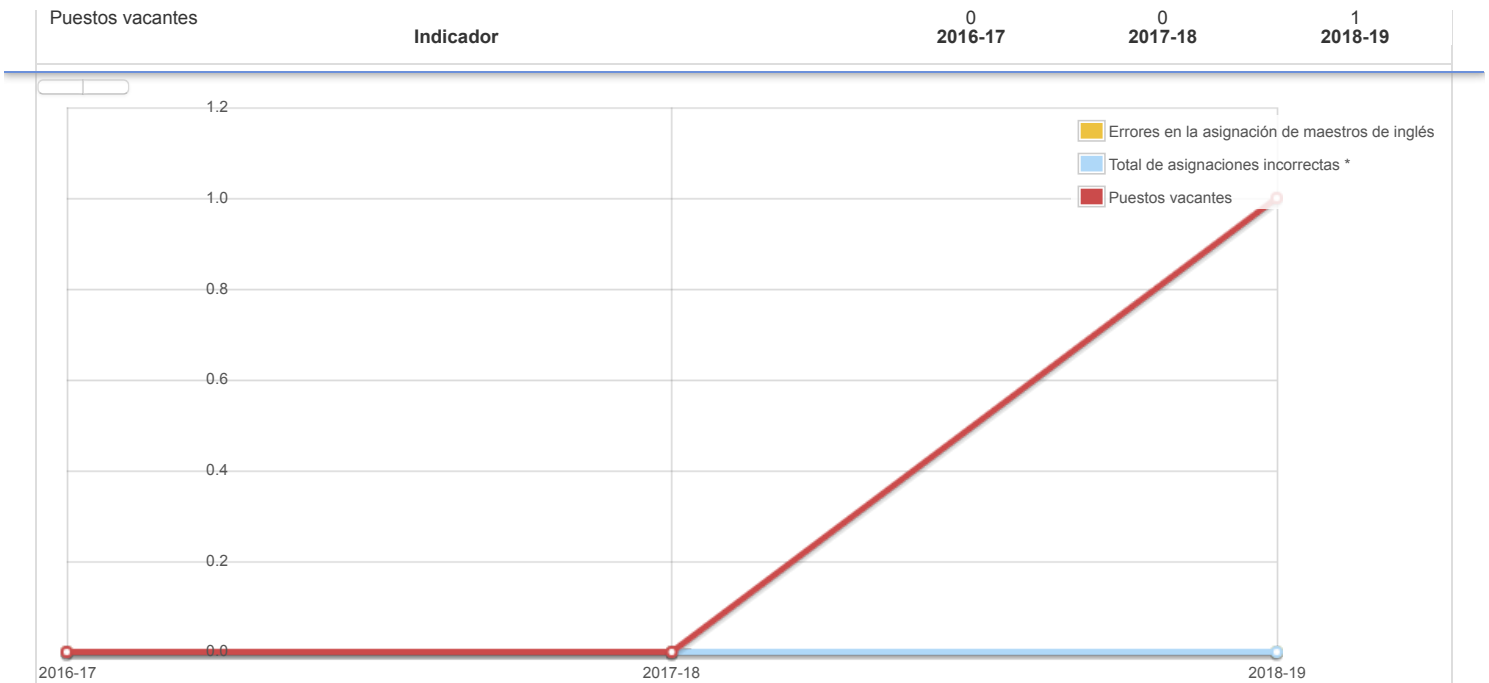
maestros	escuela 2016-17	escuela 2017-18	escuela 2018-19	distrito 2018-19
Con licencia completa	38	39	40	644
Sin licencia	2	2	2	8
Enseñan fuera de su área de competencia (con licencia completa)	4	1	2	23



Última actualización: 12/05/2018

Asignación incorrecta de maestros y puestos vacantes

Indicador	2016-17	2017-18	2018-19
Errores en la asignación de maestros de inglés	0	0	0
Total de asignaciones incorrectas *	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 2018—19)

Last updated: 12/5/2018

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal law s governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2017-2018 can be accessed from the following website links:

[Quarter 1 Report for Uniform Complaints](#)

[Quarter 2 Report for Uniform Complaints](#)

[Quarter 3 Report for Uniform Complaints](#)

[Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Amplify) Grade 6, 7, 8 Anthology 2017 (Hampton-Brown) Grade 6-8 Inside the U.S.A. # / 2011 (Hampton-Brown) Grade 6-8 Inside Phonics # / 2011 (Hampton-Brown) Grade 6-8 Inside Level A-E / 2011 (Hampton-Brown) Grade 6-8 InZone Zone 1-3 Books / 2011 (Sopris West) Grade 6-8 Language! (Level A,B,C,D) / 2001	Yes	0.0 %
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Agile Mind) Grade 8 8th Grade Common Core Math / 2013 (Pearson) Grade 8 Algebra 1 / 2014	Yes	0.0 %

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	(Glencoe/McGraw-Hill) Grade 6 Focus on Earth Science / 2007 (Glencoe/McGraw-Hill) Grade 7 Focus on Life Science / 2007 (Glencoe/McGraw-Hill) Grade 6-8 Teen Health / 2008 (Glencoe/McGraw-Hill) Grade 8 Focus on Physical Science / 2007	Yes	0.0 %
History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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.			
			<i>Last updated: 12/12/2018</i>
School Facility Conditions and Planned Improvements			
Cleanliness is maintained for all classrooms and grounds.			
Recent refresh of classroom for band classroom has been completed.			
Repairs to concrete walkways, and roof systems as also been completed.			
Upgrade to all lighting systems to LED. All classrooms received new window covering.			
			<i>Last updated: 1/29/2019</i>
School Facility Good Repair Status			
Year and month of the most recent FIT report: December 2018			
	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	Monitoring for moquitos is proactie approach.
	Electrical: Electrical	Good	
	Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
	Safety: Fire Safety, Hazardous Materials	Good	
	Structural: Structural Damage, Roofs	Good	Roof repairs completed as needed. Gutter replacement.

External: Playground/School Grounds, Windows/Doors/Gates/Fences	System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Facility Rate			
Year and month of the most recent FIT report: December 2018			
Overall Rating		Good	
Last updated: 1/29/2019			
Preguntas: SARC Equipo sarc@cde.ca.gov 916-319-0406			
Departamento de Educación de California 1430 N Street Sacramento, CA 95814			


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Informe de Responsabilidad Escolar

B. Resultados de la pupila

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Prioridad Estado: Pupila Logro

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El SARC proporciona la siguiente información correspondiente a la prioridad del Estado:
Aprovechamiento del Alumno (Prioridad 4):

- **Las evaluaciones del estado** (es decir, evaluación educativa de California del rendimiento de los estudiantes y el Progreso del Sistema [CAASPP], que incluye los más inteligentes equilibradas evaluaciones acumulativas para los estudiantes en la población de educación general y la de California Evaluaciones Alternativas [AAC] para Lenguaje Inglés / alfabetización [ELA] y matemáticas dada en grados tres a ocho y grado once. Sólo los estudiantes elegibles pueden participar en la administración de los artículos CAA. CAA están alineados con los estándares alternativos, que están vinculados con los estándares estatales comunes [CCSS] para los estudiantes con los aspectos cognitivos más significativo discapacidad); y
- El porcentaje de estudiantes que han completado con éxito los cursos que satisfacen los requisitos de entrada a la Universidad de California y la Universidad Estatal de California, o secuencias o programas de estudio de educación profesional técnica.

Prueba CAASPP Resultados en ELA y matemáticas para todos los estudiantes

del tercer al octavo grado y once

Porcentaje de alumnos que cumplen o superan los estándares del estado

Tema	escuela 2016-17	escuela 2017-18	distrito 2016-17	distrito 2017-18	Estado 2016-17	Estado 2017-18
Inglés Artes del Lenguaje / Alfabetización (grados 3-8 y 11)	38,0%	39,0%	39,0%	41,0%	48,0%	50,0%
Matemáticas (grados 3-8 y 11)	30,0%	31,0%	28,0%	30,0%	37,0%	38,0%

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Nota: Los resultados de las pruebas de ELA y Matemáticas incluyen la evaluación sumativa más inteligente y equilibrada de la CAA. El "porcentaje alcanzado o superado" se calcula tomando el número total de estudiantes que cumplieron o excedieron el

estándar en la Evaluación sumativa Smarter Balanced más el número total de estudiantes que cumple con el estándar (es decir, alcanzado el nivel 3-alternativo) en el CAA dividido por el número total de estudiantes que participaron en las dos evaluaciones.

Última actualización: 01/24/2019

Prueba CAASPP Resultados en ELA por grupo de alumnos

del tercer al octavo grado y Once (año escolar 2017-18)

Evaluación de Resultados CAASPP - Artes del idioma inglés (ELA)

Desglosados por grupo de alumnos, tercer grado hasta octavo grado y Once

grupo de alumnos	Matrícula Total	número Probado	Probado por ciento	Porcentaje cumplido o superado
Todos los estudiantes	919	914	99.46%	39.06%
Masculino	463	460	99,35%	32.17%
Hembra	456	454	99,56%	46.04%
Americano negro o africano	41	40	97.56%	32.50%
India EE.UU. o Alaska	-	-	-	
asiático	-	-	-	
filipina	-	-	-	
hispano o latino	857	853	99.53%	39.39%
Nativa de Hawaii o del Pacífico	-	-	-	
Blanco	-	-	-	
Dos o mas carreras	-	-	-	
De escasos recursos económicos	892	887	99.44%	38.56%
Estudiantes de inglés	476	474	99.58%	27.00%
Estudiantes con Discapacidades	99	97	97.98%	3,09%
Los estudiantes que reciben servicios de educación para inmigrantes				
jóvenes de crianza	-	-	-	

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: 1/24/2019

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	919	913	99.35%	31.14%
Male	463	461	99.57%	29.57%
Female	456	452	99.12%	32.74%
Black or African American	41	40	97.56%	22.50%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	857	852	99.42%	31.37%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	892	886	99.33%	30.62%
English Learners	476	473	99.37%	18.64%
Students with Disabilities	99	96	96.97%	3.13%
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: 1/24/2019

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", nueva {sectionid = 80, cdscode = ViewBag.Cdscode});

Tema	escuela 2016-17	escuela 2017-18	distrito 2016-17	distrito 2017-18	Estado 2016-17	Estado 2017-18
Science (grados 5, 8 y secundaria)	N / A	N / A	N / A	N / A	N / A	N / A

Nota: Las células con valores N / A no requieren datos.

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.

State Priority: Other Pupil Outcomes

Last updated: 1/24/2019

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	Porcentaje de Estudiantes Seis Reunión de estándares Seis aptitud
7	31,8%	18,6%	29,6%

Nota: Los porcentajes no se calculan cuando el número de alumnos evaluados es de diez o menos, ya sea porque el número de estudiantes en esta categoría es demasiado pequeño para la precisión estadística o para proteger la privacidad de los estudiantes.

Última actualización: 01/24/2019

Preguntas: SARC Equipo | sarc@cde.ca.gov | 916-319-0406

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C. Engagement

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Prioridad Estado: participación de los padres

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El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Participación de los Padres (Prioridad 3):

- Los esfuerzos del distrito escolar hace para buscar información de los padres en la toma de decisiones para el distrito escolar y cada escuela

Oportunidades de participación para los padres (año escolar 2018-19)

Los padres son animados a ser parte de la educación de sus hijos y están invitados a reunirse con los miembros del personal para mejorar las experiencias de aprendizaje para sus alumnos. Cada año, las encuestas escolares a los padres en cuanto a la efectividad de los programas escolares y utilizamos sus respuestas para mejorar el programa educativo.

Los padres pueden estar involucrados activamente en la escuela a través de la Asociación de Maestros (PTA), al ser elegido miembro del Consejo Escolar (SSC) y asistir a las reuniones del Consejo Escolar, o ser elegido miembro del Comité Asesor del Idioma Inglés (ELAC). Los Comités Asesores del Lenguaje Inglés del Consejo y de las Escuelas son grupos de padres asesores que asisten al personal principal de los programas educativos en la escuela. También se invita a los padres a asistir a talleres mensuales a través del centro de la carrera de la universidad, y salidas de campo para incluir visitas a las universidades. calendarios mensuales, mensajes de Connect Ed, ParentVue y Schoology se utilizan de forma regular para apoyar la comunicación escuela-hogar.

Última actualización: 20/12/2018

Prioridad Estado: Pupila de compromiso

El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Pupila de compromiso (prioridad 5):

- Las tasas de deserción escolar; y
- los índices de graduación

Prioridad Estado: Ambiente escolar

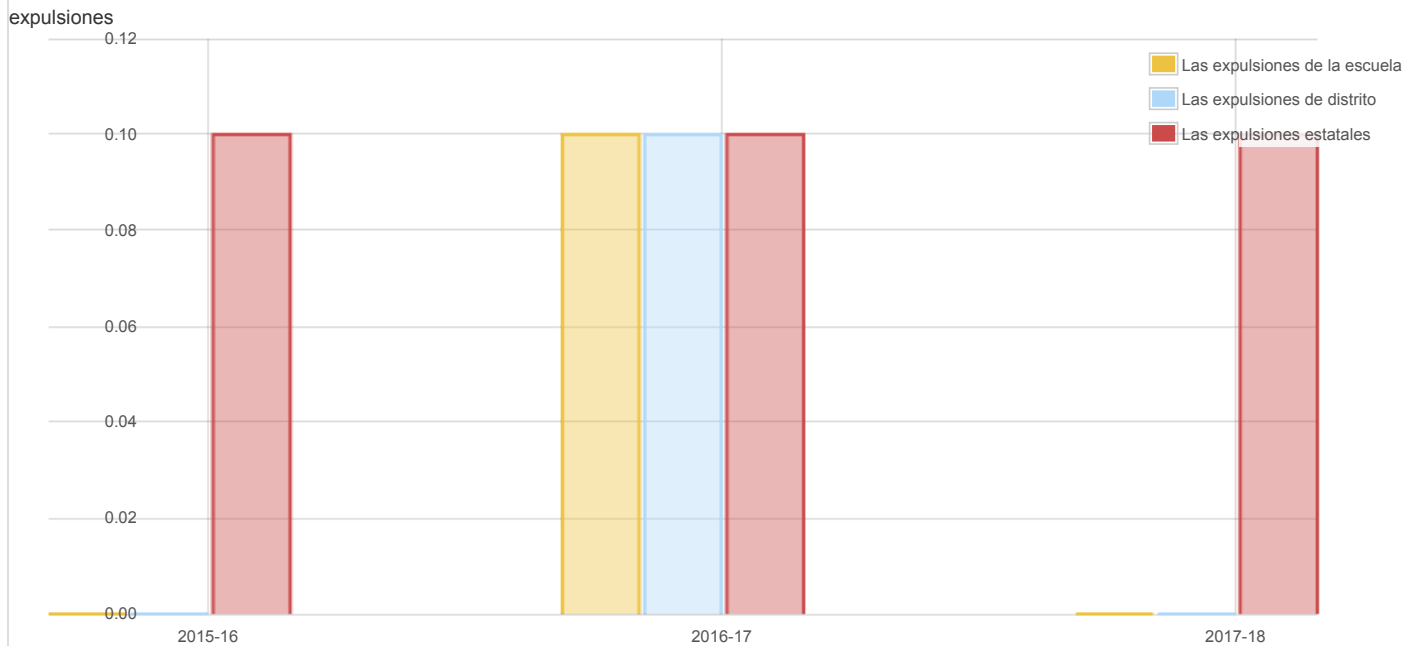
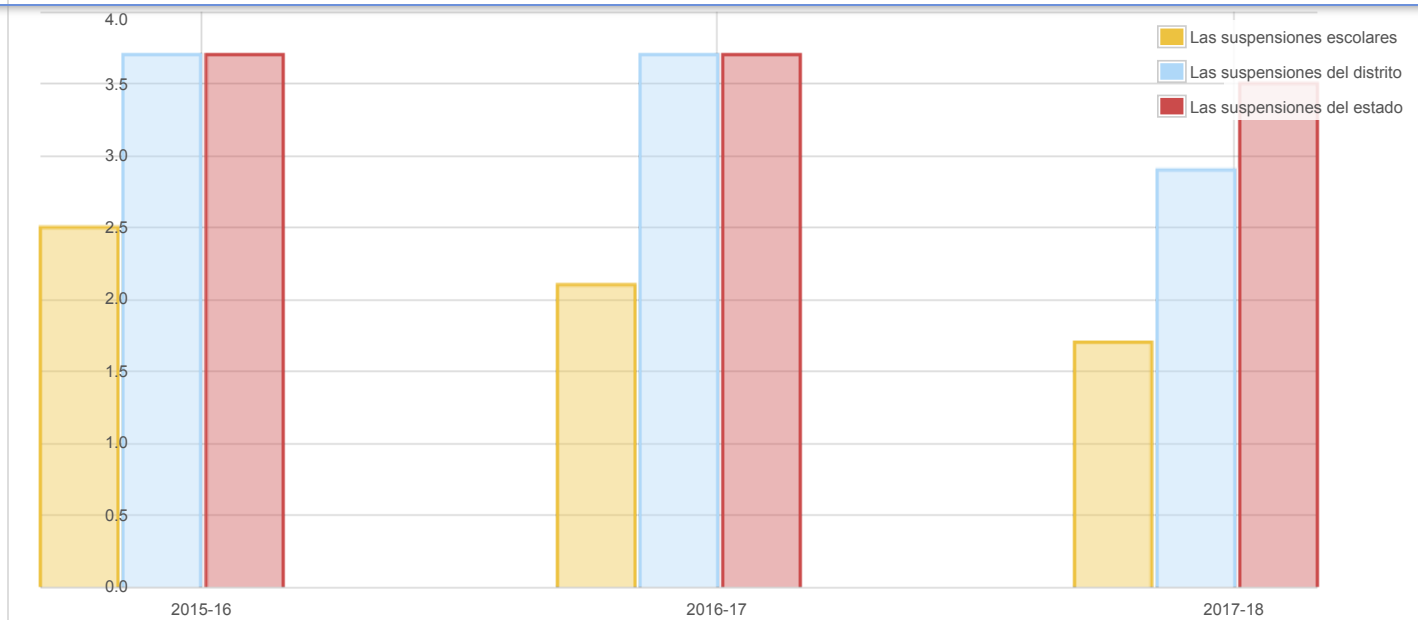
El SARC proporciona la siguiente información correspondiente a la prioridad del Estado: Ambiente escolar (Prioridad 6):

- las tasas de suspensión pupila;
- las tasas de expulsión del alumno; y
- Otras medidas locales en el sentido de la seguridad

Suspensiones y expulsiones

	Colegio	Colegio	Colegio	Distrito	Distrito	Distrito	Estado	Estado	Estado
Tarifa	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
suspensiones	2,5%	2,1%	1,7%	3,7%	3,7%	2,9%	3,7%	3,7%	3,5%
expulsiones	0,0%	0,1%	0,0%	0,0%	0,1%	0,0%	0,1%	0,1%	0,1%

suspensiones



Última actualización: 01/24/2019

Plan de seguridad escolar (año escolar 2018-19)

The safety committee devised the disaster plan with input from parents and teachers. Teachers and staff reviewed the plan in detail on October 19, 2017 and have continual monthly reviews. Both ELAC and SSC parent groups reviewed the plan on March 15, 2018. The committee meets regularly to review safety issues. Included in the comprehensive plan is: mandated cross-reporting, SB187 overview, child abuse reporting, orderly school environment procedures, policy statements, employee discipline measures, dress code, parent liability, sexual harassment, pupil discipline, and campus access. Within the school disaster plan are procedures on evacuation due to fire, earthquake procedures, bomb threat procedures and lockdown procedures. Monthly drills are scheduled in order to be best prepared for any of these situations. Student safety is paramount.

Última actualización: 20/12/2018

Preguntas: SARC Equipo | sarc@cde.ca.gov | 916-319-0406

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Informe de Responsabilidad Escolar

Información D. Otros SARC

La información de esta sección se requiere para estar en este informe, pero no está incluido en las prioridades del estado para LCFF.

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Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar

2015-16)

Tema	Tamaño promedio del grupo	Cantidad de clases * 1-20	Cantidad de clases * 21-32	Cantidad de clases * 33+
Inglés	24.0	10	22	2
Matemáticas	26.0	5	22	
Ciencia	26.0	1	23	
Ciencias Sociales	26.0	3	21	

* La cantidad de clases indica cuántas clases hay en cada categoría (rango total de alumnos por aula). A nivel de escuela secundaria, esta información se basa en material en lugar de nivel de grado.

Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar 2016-17)

Tema	Tamaño promedio del grupo	Cantidad de clases * 1-20	Cantidad de clases * 21-32	Cantidad de clases * 33+
Inglés	23.0	15	17	
Matemáticas	23.0	8	18	
Ciencia	28.0	2	18	1
Ciencias Sociales	26.0	2	21	

* La cantidad de clases indica cuántas clases hay en cada categoría (rango total de alumnos por aula). A nivel de escuela secundaria, esta información se basa en material en lugar de nivel de grado.

Tamaño promedio del grupo y distribución por tamaño (enseñanza secundaria) (año escolar 2017-18)

Tema	Tamaño promedio del grupo	Cantidad de clases * 1-20	Cantidad de clases * 21-32	Cantidad de clases * 33+
Inglés	25.0	5	26	1

Tema		Tamaño promedio del grupo	Cantidad de clases *	Cantidad de clases *	Cantidad de clases *
			1-20	21-32	33+
Matemáticas	26.0	6	17		
Ciencia	27.0	1	21		1
Social Science	27.0	2	21		
* 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: 12/14/2018					
Academic Counselors and Other Support Staff (School Year 2017—18)					
Title		Number of FTE* Assigned to School		Average Number of Students per Academic Counselor	
Academic Counselor		2.0		470.5	
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		0.5		N/A	
Social Worker		0.0		N/A	
Nurse		0.2		N/A	
Speech/Language/Hearing Specialist		0.5		N/A	
Resource Specialist (non-teaching)		3.0		N/A	
Other		6.3		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: 12/5/2018					
Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)					
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary	
School Site	\$4100.4	\$357.3	\$3743.1	\$87478.6	
District	N/A	N/A	\$2112.3	\$84546.0	
Percent Difference – School Site and District	N/A	N/A	13.9%	0.9%	
State	N/A	N/A	\$7125.0	\$79665.0	
Percent Difference – School Site and State	N/A	N/A	-15.6%	2.3%	
Note: Cells with N/A values do not require data.					
Last updated: 1/23/2019					
Types of Services Funded (Fiscal Year 2017—18)					

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

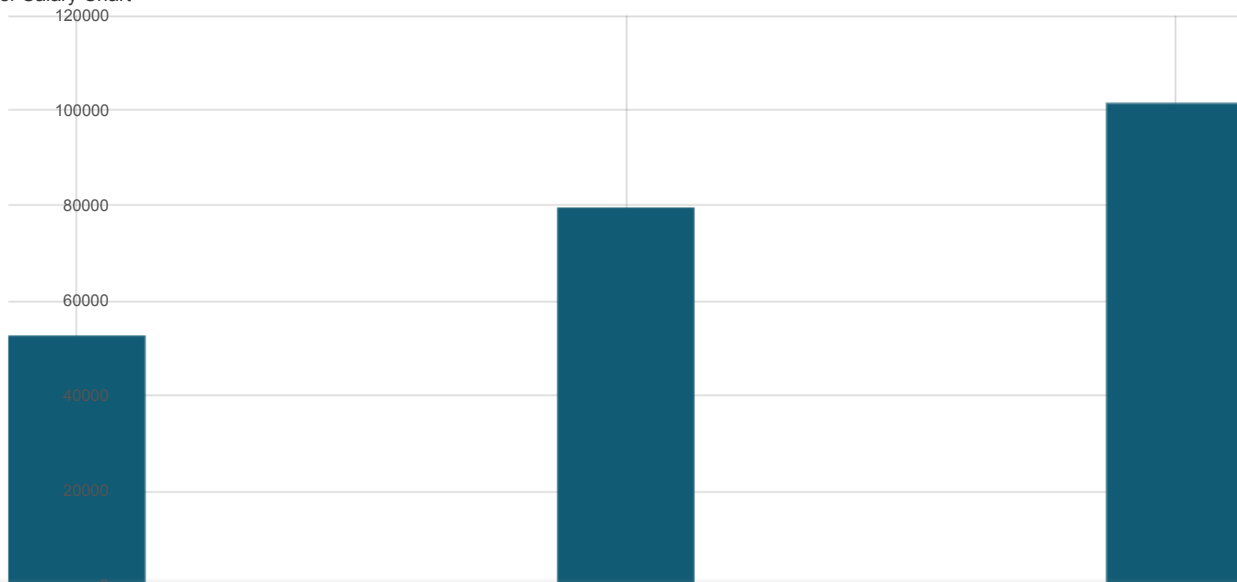
Last updated: 1/14/2019

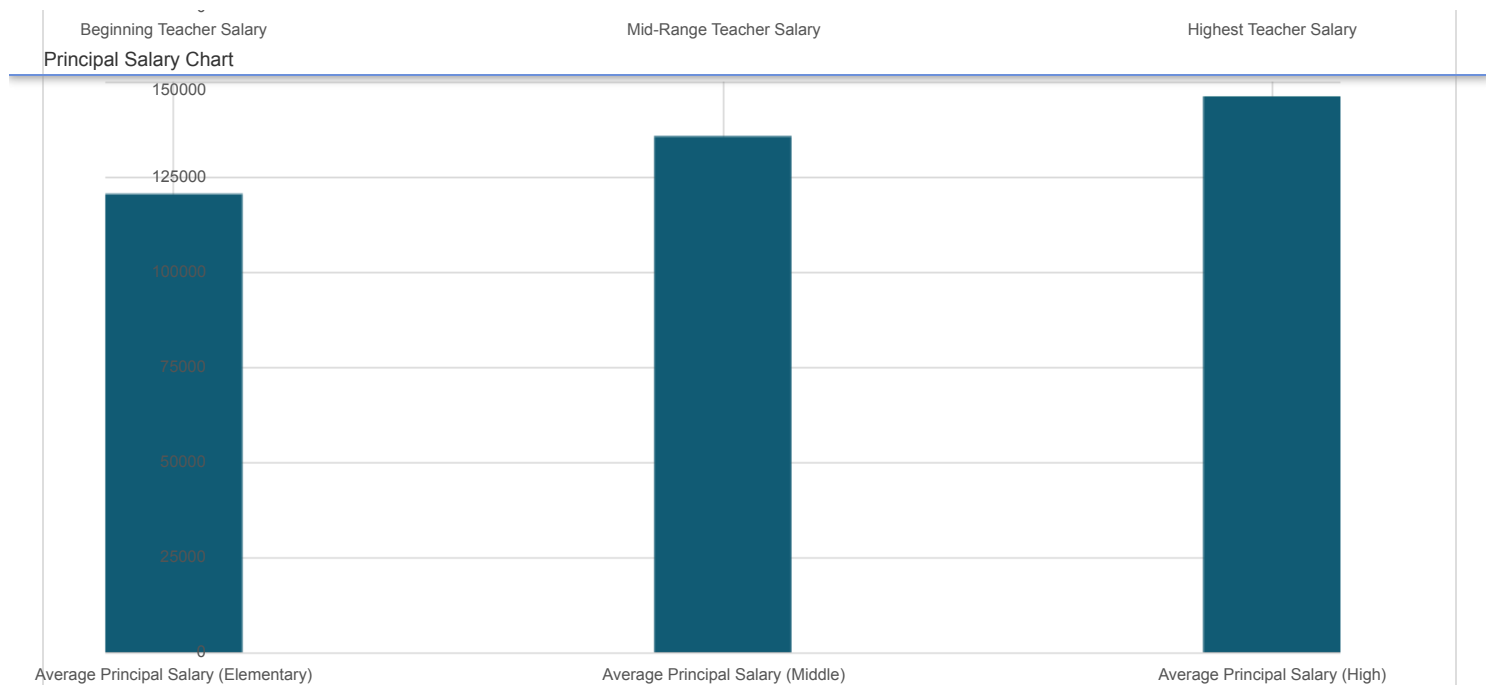
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,720	\$49,512
Mid-Range Teacher Salary	\$79,633	\$77,880
Highest Teacher Salary	\$101,610	\$96,387
Average Principal Salary (Elementary)	\$120,467	\$123,139
Average Principal Salary (Middle)	\$135,634	\$129,919
Average Principal Salary (High)	\$146,129	\$140,111
Superintendent Salary	\$246,376	\$238,324
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart





Last updated: 1/24/2019

Professional Development

For the past three years, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers attend professional development in the summer, when school is not in session. Teachers are also provided with substitute coverage during the school day in order to attend all day professional development during the school year. In addition, teachers attend after school workshops and academic coaches model lessons and provide mentoring and support. Teachers are also regularly released during the school day to participate in collaboration meetings.

Training for K-12 teachers, coaches and principals has included Thinking Maps, AVID, English Language Development (ELD), Cognitive Guided Instruction, Next Generation Science Standards (NGSS), and Safe and Civil Practices. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions.

Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Math Fluency, Math Curriculum and Development Teams, Spatial Temporal Math, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 actividades de desarrollo profesional han incluido Instrucción Liderazgo de Equipos, Co-enseñanza, currículo de matemáticas y equipos de desarrollo, Inglés currículo de lenguaje y equipos de desarrollo, Escribir desde el Comienzo y formación más allá y de educación técnica profesional.

El distrito promueve aún más los programas de desarrollo profesional estructurados a través del apoyo para maestros principiantes y el Programa de Evaluación y el Programa de Inducción para los profesores generales y de educación especial.

Última actualización: 01/14/2019

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