

Alondra Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.


DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Carolynn Butler, Principal

 Principal, Alondra Middle

About Our School

Alondra Middle School's learning community focuses on academic achievement for all students. As we honor diversity, we are committed to the intellectual, physical, and social/character development of each child. All staff members use a wide range of teaching repertoires resulting in students mastering state content standards. Data informs instruction as well as guides the school's instructional decisions. Alondra Middle School is a National School To Watch and is proud to have been named a Gold Ribbon School, as well as being presented with the Title I Academic Achievement Award, and the California Business Education Excellence Award.

Contact

*Alondra Middle
16200 Downey Ave.
Paramount, CA 90723-5528*

*Phone: 562-602-8004
E-mail: butter@paramount.k12.ca.us*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
E-mail Address	rperez@paramount.k12.ca.us
Web Site	www.paramount.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Alondra Middle
Street	16200 Downey Ave.
City, State, Zip	Paramount, Ca, 90723-5528
Phone Number	562-602-8004
Principal	Carolynn Butler, Principal
E-mail Address	lbutler@paramount.k12.ca.us
Web Site	https://alondra.pusdschools.net/
County-District-School (CDS) Code	19648730119446

Last updated: 1/24/2019

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

The mission of Alondra School's learning community focuses on the academic achievement for all students. Alondra Middle School's vision is focused on the success and growth of each child by cultivating a learning community rooted in a challenging academic curriculum and supported by a positive, respectful, and nurturing learning environment.

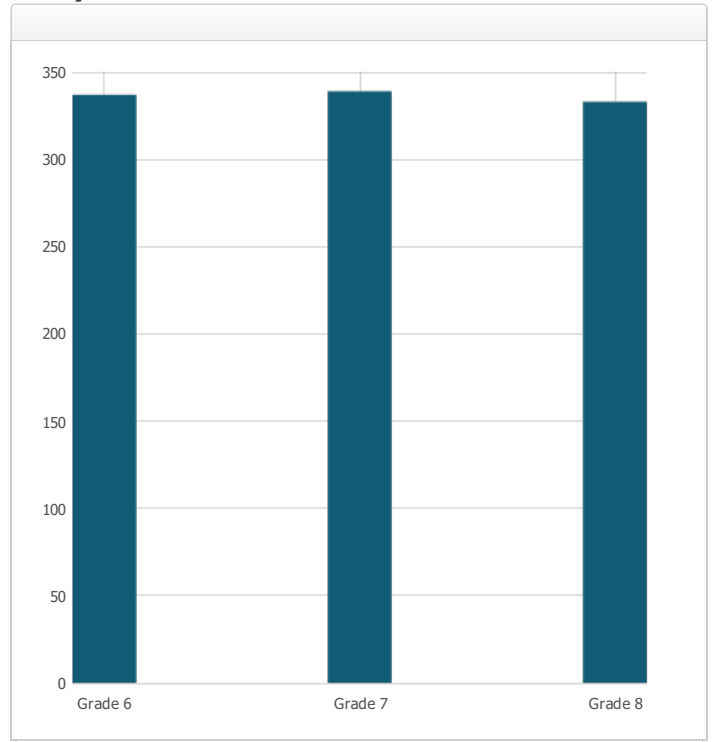
- We expect all students to master rigorous, Common Core Standards enabling them to compete in a global society.
- We hold our students and staff accountable to the precepts of positive character development through our Safe & Civil Schools Program.
- We strive to promote a desire for life-long learning throughout our school community.
- We collaborate as a learning community in order to foster powerful teaching/learning with the sole purpose supporting all learners.
- We provide all students with a positive, nurturing learning environment with an emphasis on academic learning.

We expect parents to be informed and participate in their children's education.

Last updated: 12/19/2018

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

Grade Level	Number of Students
Grade 6	337
Grade 7	339
Grade 8	333
Total Enrollment	1009

*Last updated: 1/24/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	5.7 %
American Indian or Alaska Native	%
Asian	1.4 %
Filipino	0.7 %
Hispanic or Latino	89.6 %
Native Hawaiian or Pacific Islander	1.3 %
White	0.5 %
Two or More Races	0.8 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.2 %
English Learners	24.4 %
Students with Disabilities	11.9 %
Foster Youth	0.6 %

A. Conditions of Learning

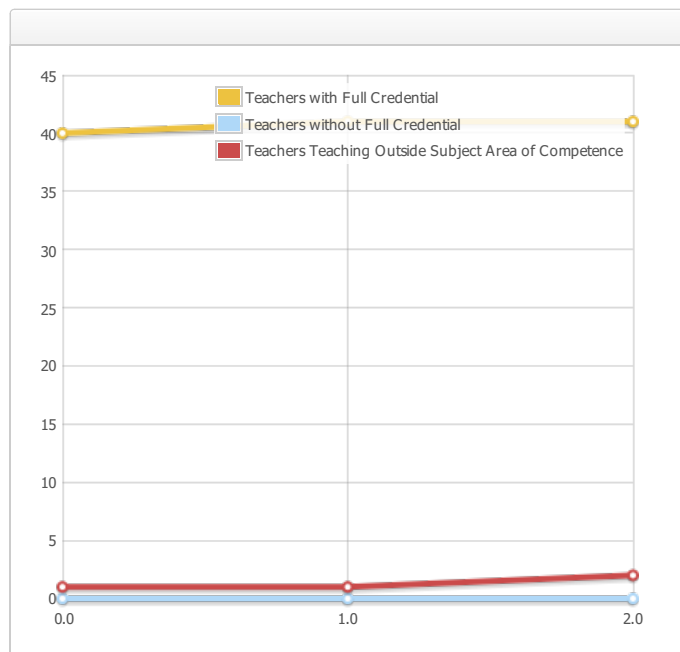
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

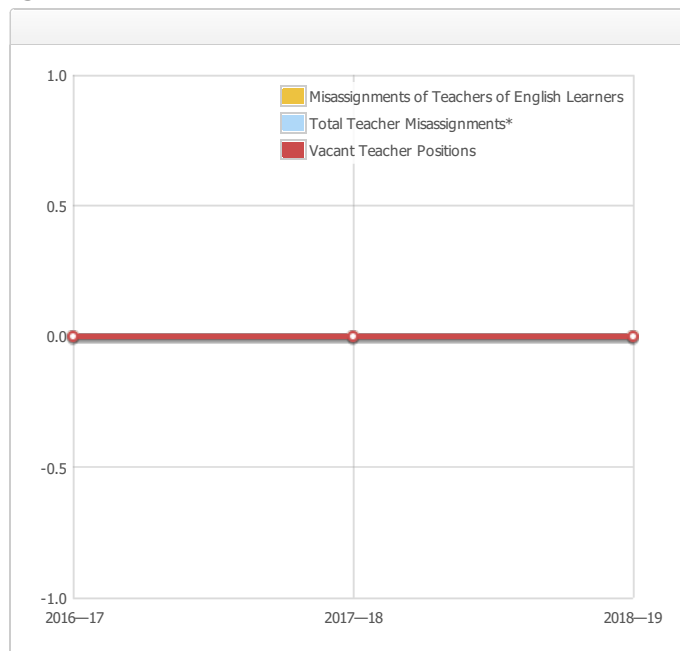
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	40	41	41	644
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	2	23



Last updated: 12/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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: 12/5/2018

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

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 %
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.

Last updated: 12/12/2018

School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Upgrade to all lighting systems to LED. All classrooms received new window covering.

Recent refresh of classroom wall and floor systems has been completed for Band classroom.

Recent asphalt repair and surfacing completed.

Repairs to concrete walkways, and roof systems have also been completed.

Last updated: 1/28/2019

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	All systems in stable condition. Air conditioning upgrade in locker room completed.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All classrooms and grounds in good condition.
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	Recent completion of asphalt repair on student play area completed. Recent surfacing completed on parking lot.

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	40.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	24.0%	28.0%	30.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	964	963	99.90%	39.67%
Male	480	480	100.00%	35.63%
Female	484	483	99.79%	43.69%
Black or African American	52	52	100.00%	30.77%
American Indian or Alaska Native				
Asian	13	13	100.00%	53.85%
Filipino	--	--	--	
Hispanic or Latino	869	868	99.88%	39.98%
Native Hawaiian or Pacific Islander	13	13	100.00%	30.77%
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	929	928	99.89%	38.47%
English Learners	441	440	99.77%	26.59%
Students with Disabilities	86	86	100.00%	8.14%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/2019

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	963	961	99.79%	24.14%
Male	479	478	99.79%	24.27%
Female	484	483	99.79%	24.02%
Black or African American	52	52	100.00%	9.62%
American Indian or Alaska Native				
Asian	13	13	100.00%	53.85%
Filipino	--	--	--	
Hispanic or Latino	868	866	99.77%	24.48%
Native Hawaiian or Pacific Islander	13	13	100.00%	15.38%
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	928	926	99.78%	23.33%
English Learners	440	438	99.55%	14.38%
Students with Disabilities	86	86	100.00%	2.33%
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

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/24/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	22.6%	28.5%	17.6%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are encouraged to be a part of their child's education and are welcome to meet with staff members to improve the learning experiences for their students. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the educational program.

Parents may be actively involved in the school through the Parent Teacher Student Association (PTSA), by being elected a School Site Council (SSC) member and attending the School Site Council meetings or being elected to the English Advisory Committee (ELAC). The School Site Council and English Advisory Committees are parent groups that assist the principal and staff with the educational programs at the school. Parents are encouraged and welcomed to volunteer in their child's or children's classroom(s).

Parent involvement/education remains a priority during the 2017 - 2018 school year. Spirit Nights and Performances are held throughout the year. The Literacy/Reading Coach and Math Coach offer on-going trainings to our parents on the new Common Core Reading and Math strategies. Teachers have offered specific parent workshops on how to assist students with math or how to augment reading comprehension. Alondra's Administration, Literacy/Intervention Coach, Math Coach, and Counselors provide information sessions and workshops. Our parent collaboration sessions cover a myriad of topics such as how to increase student achievement as well as student motivation. To facilitate ongoing home/school communication, the principal holds a Principal's Breakfast quarterly to recognize the achievements of students. Newsletters, Parent Bulletins, and Connect Ed. Messages are used to convey important information to parents.

Alondra Middle School offers our parents a nine-week parenting class. This class, is run by an outside agency (PIQE) in addition, our counselor, provides many opportunities for parents/guardians to discuss and learn about current issues our middle school students are faced with on a daily basis. We invite community speakers to address our student's and parent's needs and provide alternatives and strategies to be used at home.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

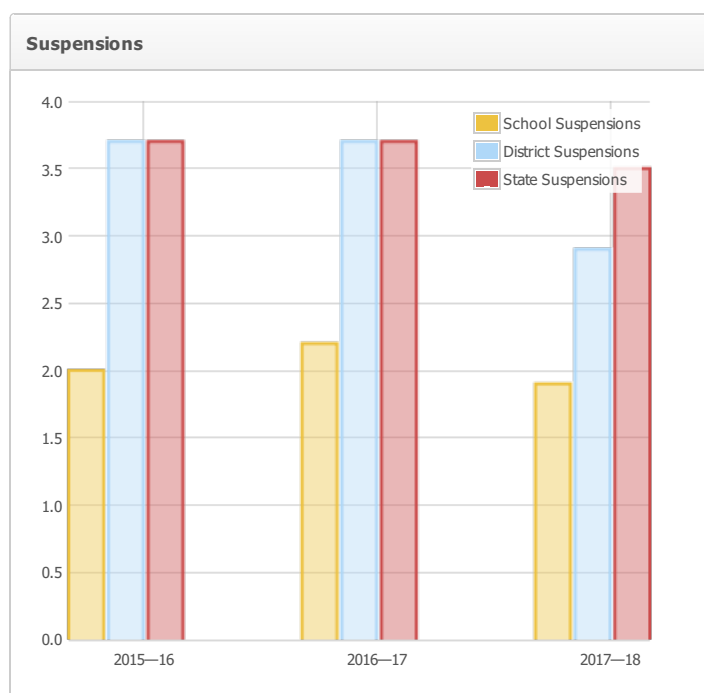
State Priority: School Climate

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

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

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.0%	2.2%	1.9%	3.7%	3.7%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/24/2019

School Safety Plan (School Year 2018—19)

Alondra Middle School provides our staff and students with a clean, orderly, and safe environment which is a district-wide priority. Our school has been implementing the Safe & Civil Schools program for a number of years and most currently, we have provided training with Capturing Kids Hearts. Our custodial staff consists of one lead custodian along with rotating district evening team. Faculty and students are provided training on emergency preparedness throughout the school year. Emergency drills are held throughout the year. Fire drills are held once a month along with a District-wide earthquake drill (The Great Shakeout). Drills are conducted, so students and school personnel can become familiar with appropriate safety routes and learn to exhibit acceptable behavior in case of an emergency. In addition, lock down drills are held quarterly. The school-wide disaster plan is updated yearly. In July of 2017, the plan was rewritten and reviewed by the Safe & Civil Team. The new disaster plan was presented to the staff on August 20, 2017. The adaptations, modifications, additions, and deletions of the current site disaster plan were discussed along with approval of the site disaster plan.

For the safety of students and staff, the front and back gates are locked at 8:00 a.m. All visitors must enter through the office. If visitors are on campus, they are required to wear a visitor's badge.

Last updated: 12/19/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	6	20	5
Mathematics	30.0		17	5
Science	28.0	5	14	3
Social Science	29.0	5	6	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	7	12	10
Mathematics	30.0		16	6
Science	32.0	1	5	13
Social Science	29.0	2	8	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	5	17	9
Mathematics	29.0	2	12	7
Science	30.0	1	11	9
Social Science	34.0	1		18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 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	493.0
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	1.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	7.5	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	\$4043.8	\$776.7	\$3267.2	\$98257.1
District	N/A	N/A	\$2112.3	\$84546.0
Percent Difference – School Site and District	N/A	N/A	10.7%	3.8%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-18.6%	5.2%

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

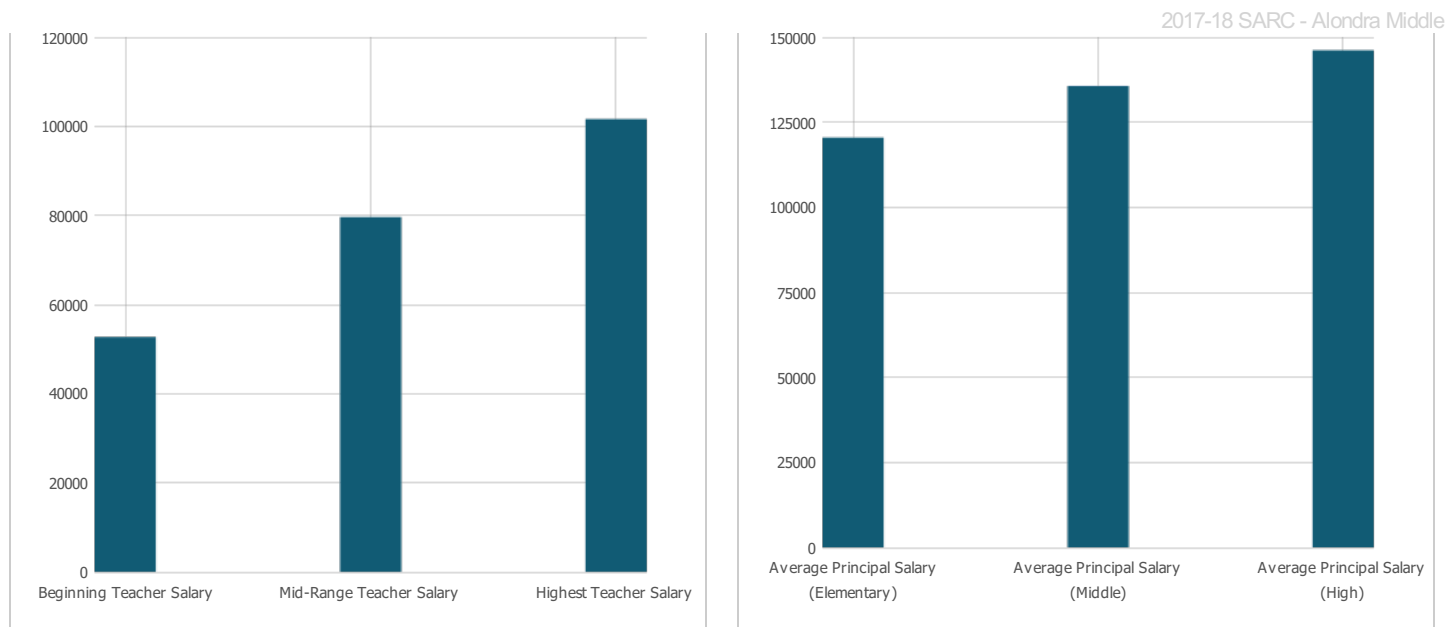
Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Principal 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 professional development activities have included Instructional Leadership Teams, Co-Teaching, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

Last updated: 1/14/2019