Leona Jackson

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/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.

Kelly Anderson, Principal

Principal, Leona Jackson

About Our School

Leona Jackson School is located at 7220 East Jackson Street in Paramount in the southwest area of Paramount. Major streets that border the school are Garfield Avenue and Jackson Street. The parking lot is located on the west end of the campus. The school consists of an administration building with a library, four wings of classrooms, and a multi-purpose room.

Contact

Leona Jackson
7220 Jackson St.
Paramount, CA 90723-4378

Phone: 562-602-8020
E-mail: kanderson@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	Leona Jackson
Street	7220 Jackson St.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-8020
Principal	Kelly Anderson, Principal
E-mail Address	kanderson@paramount.k12.ca.us
Web Site	http://jackson.pusdschools.net/
County-District-School (CDS) Code	19648730102681

Last updated: 1/24/2019

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

In alignment with PUSD's vision, the staff at Leona Jackson School strives to seek out, understand, and emulate the characteristics of exemplary schools. We believe that all children can learn and are capable of being successful. Through the implementation of our District-adopted programs, we believe that our students will meet the Common Core State Standards and be prepared for college and/or a career of their choice.

At Leona Jackson School, our mission is to provide a high quality and exemplary learning environment for all students. We believe that all students have the capacity to learn; therefore, we maintain high expectations for all students while acknowledging their individual differences. We are committed to helping our students develop intellectually, emotionally, socially, and physically while recognizing that learning is a lifelong process. Our ultimate goal is to prepare our students to become responsible citizens and productive, contributing members of our global society.

Our vision includes the collaboration of teachers, parents, administrators and most importantly, students. We believe that all stakeholders play an important role in planning for and supporting the diverse needs of our students.

Last updated: 12/20/2018

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

Grade Level	Number of Students
Grade 4	98
Grade 5	110
Grade 6	240
Grade 7	210
Grade 8	196
Total Enrollment	854
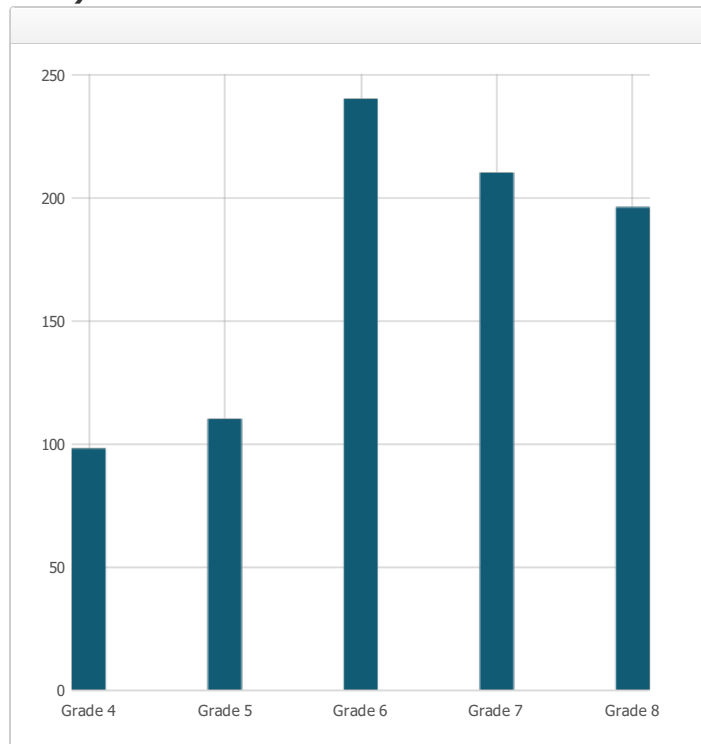
Last updated: 1/24/2019

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

Student Group	Percent of Total Enrollment
Black or African American	17.0 %
American Indian or Alaska Native	0.1 %
Asian	1.3 %
Filipino	0.5 %
Hispanic or Latino	78.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.2 %
Two or More Races	1.2 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.8 %
English Learners	28.8 %
Students with Disabilities	12.2 %
Foster Youth	1.2 %

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	31	35	37	644
Without Full Credential	1	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	6	4	23
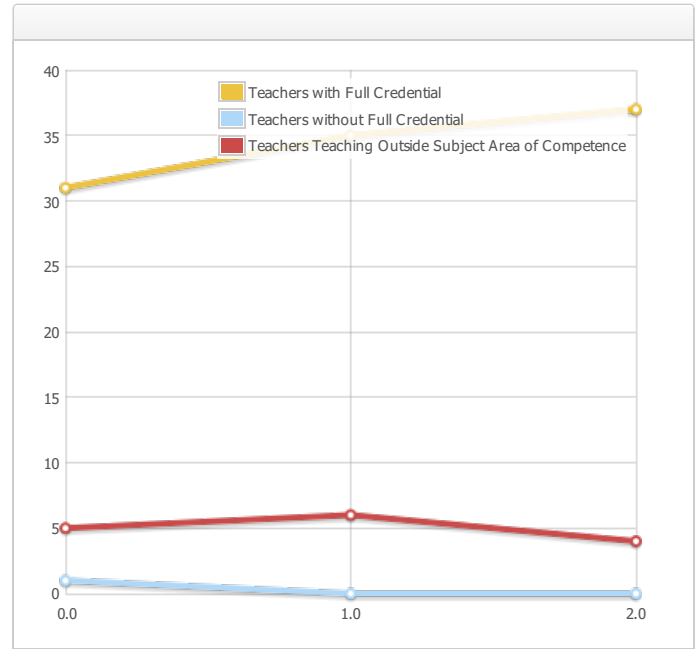
Last updated: 12/5/2018

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
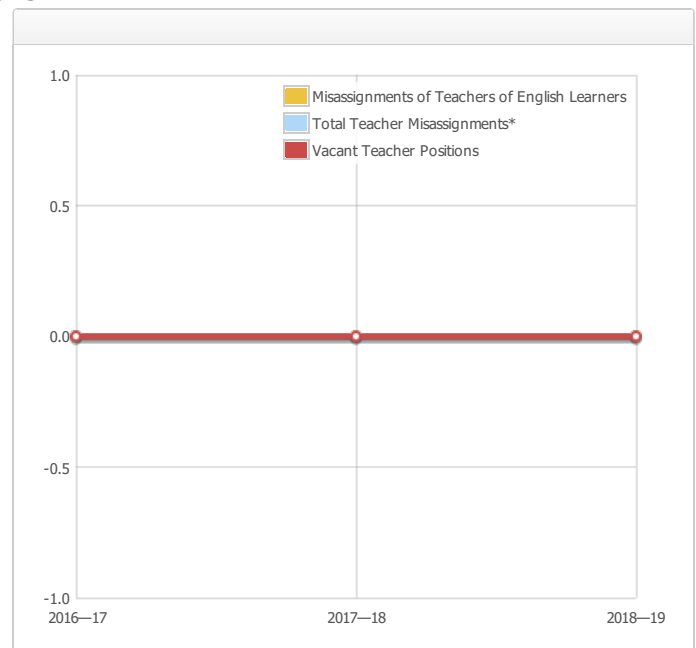
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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	(McGraw Hill) Grade 4 4th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 4 4th Gr Wonders Literature Anthology / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Reading Writing Workshop / 2016 (McGraw Hill) Grade 5 5th Gr Wonders Literature Anthology / 2016 | (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	(McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014 (McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014 (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	(Houghton Mifflin) Grade 4-5 California Science Gr. K-5 / 2007 (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	(Pearson) Grade 4 Our California / 2006 (Pearson) Grade 5 Our Nation / 2006 (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	(Mendez Foundation) Grade 4-5 Too Good for Drugs / 2002		Yes	0.0 %
	(Mendez Foundation) Grade 4-5 Too Good for Violence / 2002			
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.

School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Replacement of older Heating air conditioning systems has been performed.

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

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

Last updated: 1/23/2019

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

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

Overall Rating	Good

Last updated: 1/23/2019

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)	40.0%	37.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	22.0%	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	845	828	97.99%	36.84%
Male	400	391	97.75%	31.71%
Female	445	437	98.20%	41.42%
Black or African American	146	144	98.63%	18.75%
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	54.55%
Filipino	--	--	--	
Hispanic or Latino	660	646	97.88%	40.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	11	11	100.00%	54.55%
Socioeconomically Disadvantaged	819	802	97.92%	36.66%
English Learners	391	378	96.68%	31.48%
Students with Disabilities	101	100	99.01%	4.00%
Students Receiving Migrant Education Services				
Foster Youth	11	--	90.91%	30.00%

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	845	836	98.93%	21.89%
Male	400	398	99.50%	21.86%
Female	445	438	98.43%	21.92%
Black or African American	146	144	98.63%	6.25%
American Indian or Alaska Native	--	--	--	
Asian	11	11	100.00%	54.55%
Filipino	--	--	--	
Hispanic or Latino	660	653	98.94%	24.50%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	11	11	100.00%	27.27%
Socioeconomically Disadvantaged	819	810	98.90%	21.48%
English Learners	391	387	98.98%	20.93%
Students with Disabilities	100	99	99.00%	3.03%
Students Receiving Migrant Education Services				
Foster Youth	11	--	90.91%	--

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18

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
5	20.0%	17.3%	6.4%
7	28.3%	17.1%	14.1%

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)

At Leona Jackson School, we maintain a collaborative partnership with our parents to further the education of our students. We provide multiple opportunities for parental input and involvement in our instructional program, as well as various school-wide activities.

Parent committees include:

- School Site Council (SSC) and the English Learner Advisory Committee (ELAC) , which meet on a monthly basis
- Parent Teacher Student Association (PTSA), which invites all parents to become actively involved in providing and volunteering in student activities

Parents are also invited to participate in Back-to-School night, Open House, parent-student-teacher conferences, and various parent education events.

We are committed to continuing our partnership with all stakeholders in an effort to maintain and promote an exemplary educational program.

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

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

Suspensions

Expulsions
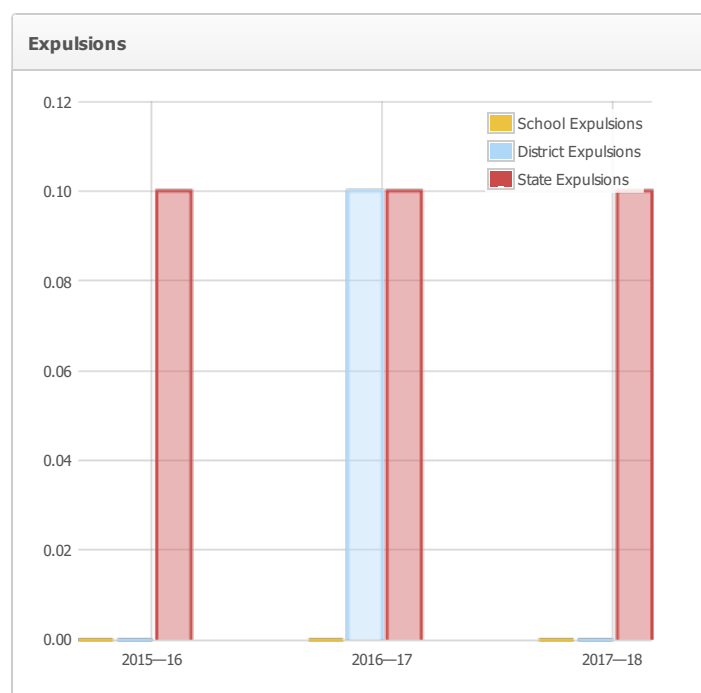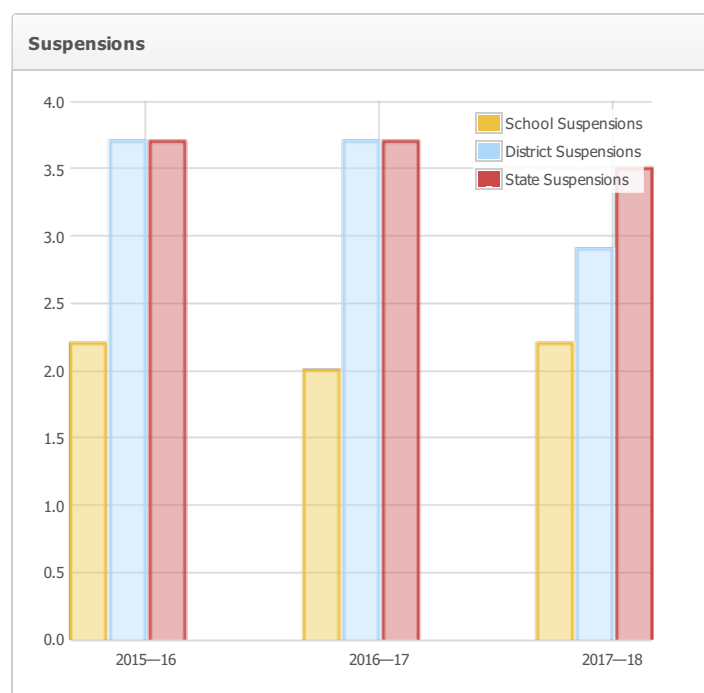
Last updated: 1/24/2019

School Safety Plan (School Year 2018—19)

In order to provide a safe, civil and productive school environment, Leona Jackson School is a closed campus. For the safety of our students and staff, all visitors are required to enter through the main administration building, which is located on the southwest corner of the school. All visitors, contractors, and volunteers are required to check in through our Visitor Management System.

Leona Jackson School provides a safe, clean and well-maintained physical environment for students. Our facilities include a new turf field, clean black tops, and well-maintained grass areas. We have a full time custodian and an evening custodial cleaning crew that ensure the cleanliness of our school.

School policies are communicated through orientation assemblies, parent newsletters, and our new learning management system, Schoology. We recognize that to be successful, a school must provide a safe environment that promotes respect and cooperation with others. We focus on building relationships, while encouraging self-reflection and the acceptance of responsibility in order to shape student behaviors.

Appropriate behaviors are encouraged and taught using the Safe and Civil Schools program. Through this program, students and staff are held accountable for displaying behaviors that promote the safety, civility, and productivity of Jackson School.

The school safety plan has been updated and approved by the Safety Committee on October 2, 2017 and School Site Council on November 3, 2017.

The plan includes:

- Safety Plan Overview
- Mandated Reporting
- Safe & Orderly School Environment
- Dress Code
- Sexual Harassment
- Pupil Discipline
- Campus Access (Ingress/Egress)
- Disaster Plan (Lock Down, Bomb Threat, Active Shooter, Earthquake Drills, etc.)
- Evacuation Procedures
- Mental Health Emergencies
- Scheduled Monthly Fire Drills

Last updated: 12/20/2018

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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	31.0		4	
5	34.0			3
6	29.0	4	22	12
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.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	35.0			3
5	34.0			4
6	30.0	5	20	14
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.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4	25.0		4	
5	37.0			3
6	32.0	1	29	14
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.

Last updated: 12/14/2018

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	22.0	8	10	2
Mathematics	29.0	1	7	6
Science	24.0	4	11	
Social Science	24.0	5	8	2

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

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	26.0	4	15	1
Mathematics	26.0	5	10	
Science	28.0	2	7	5
Social Science	28.0	2	8	4

* 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	22.0	8	14	
Mathematics	25.0	4	12	
Science	26.0	2	12	1
Social Science	25.0	5	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.

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	405.5
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	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	5.3	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	$3665.3	$555.0	$3110.3	$93672.8
District	N/A	N/A	$2112.3	$84546.0
Percent Difference – School Site and District	N/A	N/A	9.6%	2.6%
State	N/A	N/A	$7125.0	$79665.0
Percent Difference – School Site and State	N/A	N/A	-19.6%	4.0%

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.
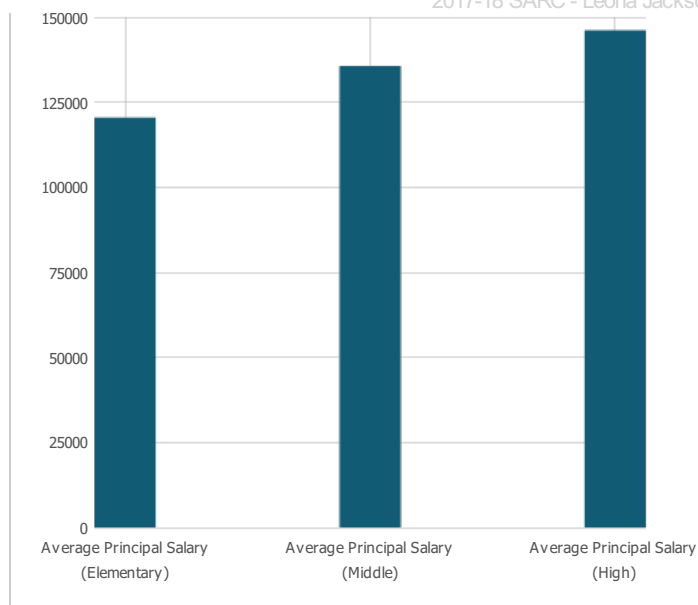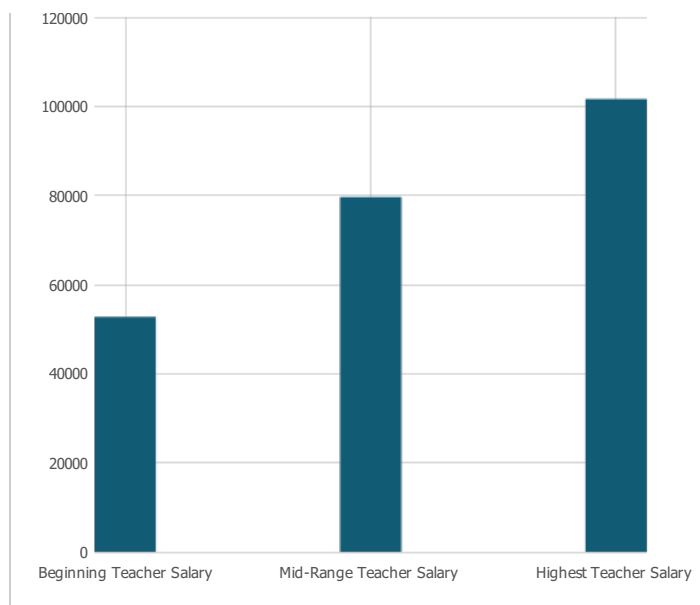
Last updated: 1/14/2019

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.

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