Mark Keppel

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.

Mr. Darrenn Platt, Principal

📍 Principal, Mark Keppel

About Our School

Keppel Elementary School is a thriving urban elementary school that has successfully served the students and parents in the city of Paramount for over 70 years. Generations of students have excelled because of the strong foundation they received at Mark Keppel School. Mark Keppel School is a part of the Paramount Unified School District and is located on the west side of Paramount, adjacent to the cities of Compton and Long Beach. Mark Keppel has approximately 570 students, 43% of whom are English Learners, 9% are classified as students with disabilities, and 97% receive free and reduced meals. At Keppel Elementary School we have dedicated ourselves to ensuring that all students can and will learn at high levels.

Contact

Mark Keppel
6630 East Mark Keppel St.
Paramount, CA 90723-4378

Phone: 562-602-8028
E-mail: dplatt@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	Mark Keppel
Street	6630 East Mark Keppel St.
City, State, Zip	Paramount, Ca, 90723-4378
Phone Number	562-602-8028
Principal	Mr. Darrenn Platt, Principal
E-mail Address	dplatt@paramount.k12.ca.us
Web Site	https://keppel.pusdschools.net/
County-District-School (CDS) Code	19648736021455

Last updated: 1/28/2019

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

When you enter the gates of Mark Keppel School you can feel the excitement and pride of being a Mark Keppel Puma. Staff, students, and parents work together as a team. Teachers and staff members are culturally proficient educators who go the extra mile to establish meaningful relationships with students and their parents. Our mission is to prepare each of our students to be 21st century learners who are ready for the rigors of a higher education. A distributed leadership model is in place and each grade level uses a Teacher Leader to present learning modules to staff members throughout the year. Staff members analyze data and participate in learning walks to provide feedback on our level of implementation as it relates to; math talks, student engagement and collaboration, use of thinking maps, and Writing from the Beginning and Beyond. Students at Mark Keppel school are engaged, critical thinkers, who have the opportunity to develop leadership skills through their participation in Student Council and Student Senate. This team spirit is also reflected in the high level of parent involvement, which includes a Parent Center, an active PTA, a parent volunteer program, family learning nights, and bi-monthly "Coffee with the Principal" meetings.

We are committed to increasing student achievement and implementing the best instructional practices that will help students access the Common Core Standards. Our focus on consistent use of effective instructional practices has led to an increase in student achievement and an overall sense of pride that comes with success. Mark Keppel School is one of the few schools to have never entered Program Improvement under NCLB. SBAC data indicates that Keppel Elementary School either met or exceeded the district average in all tested areas. District assessment data for the past two years indicated that Keppel Elementary School consistently exceeded the district average in the areas of Kindergarten and First grade Language Arts Foundational Skills, 2nd – 5th grade Reading and Language Arts, 2nd – 5th grade Writing and Responding to text, and 1st – 5th grade Math Fluency and Application Benchmarks. District constructed response data indicates that students have increased their writing skills.

We maintain the highest standards of honesty and candor when administering assessments and collecting data. Our Instructional Priories are to ensure that students are able to use written text to construct literary responses, solve multiple step mathematical problems, engage in meaningful academic discussions, and become technologically skilled learners. We pride ourselves on being a productive professional learning community. Teachers engage in bi- weekly grade level collaboration meetings to refine instructional practice and plan student-learning outcomes. Teachers participate in various on-going staff development-learning sessions, which focus on our instructional priorities. Teachers work together to create common formative assessments. We share the common belief that all children can learn and are capable of being successful. We maintain high expectations for student achievement and behavior, while providing them with the tools to excel in a global society. We strive to provide all students with a positive, safe and caring environment, with an emphasis on academics, and the inspiration to be a lifelong learner.

Student writing portfolios, collaborative group projects, and posted writing throughout all content areas celebrate high student achievement and showcase students' success. Our team continues to strive for excellence.

Last updated: 12/20/2018

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	90
Grade 2	87
Grade 3	85
Grade 4	83
Grade 5	87
Total Enrollment	522
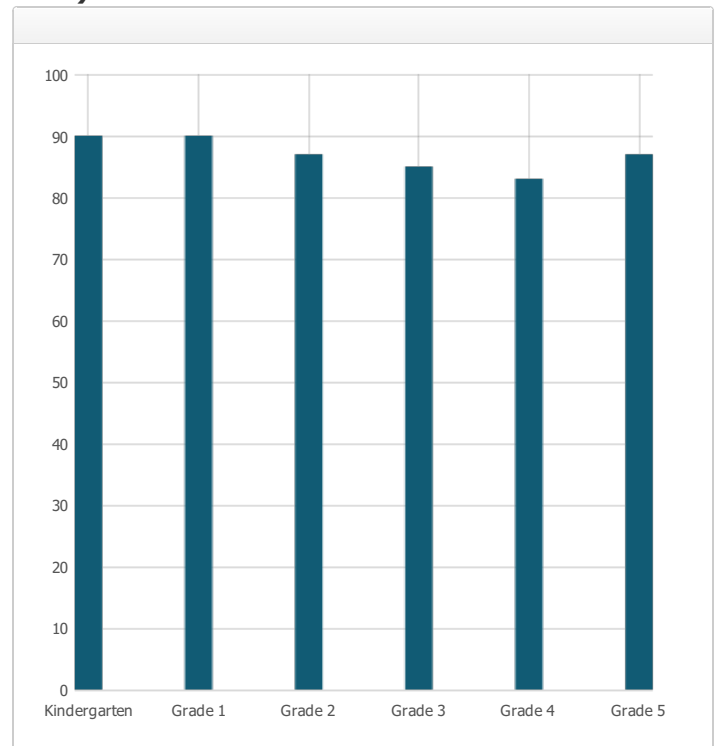
Last updated: 1/28/2019

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

Student Group	Percent of Total Enrollment
Black or African American	4.6 %
American Indian or Alaska Native	%
Asian	0.4 %
Filipino	0.2 %
Hispanic or Latino	94.3 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	0.6 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.3 %
English Learners	54.4 %
Students with Disabilities	7.7 %
Foster Youth	0.2 %

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	21	22	20	644
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23
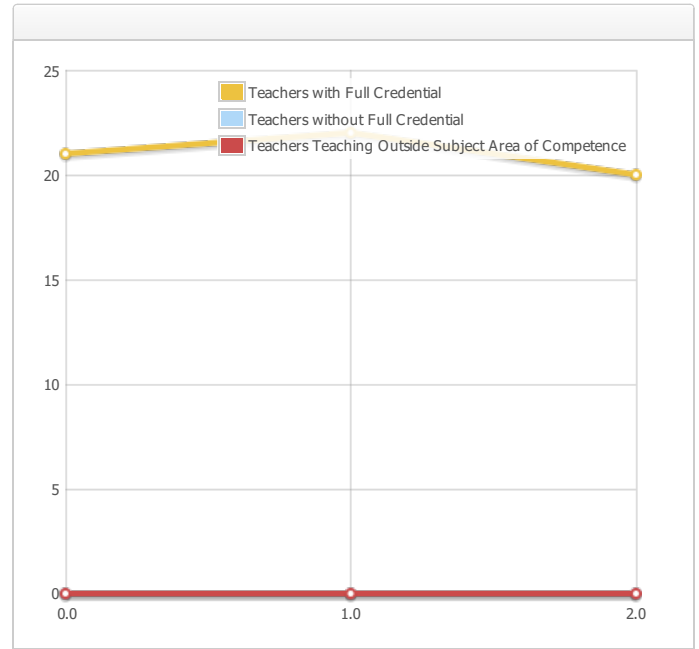
Last updated: 12/5/2018

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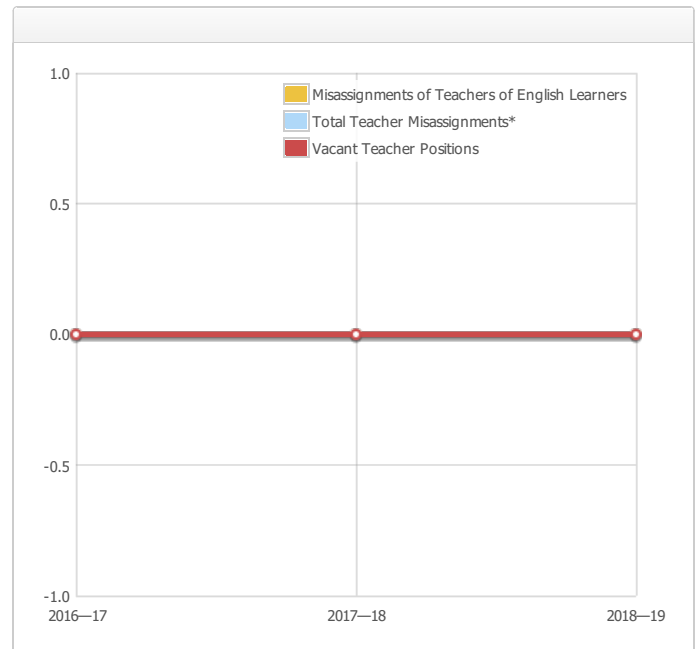
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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	(Houghton Mifflin) Grade T – K Big Day Program / 2017	Yes	0.0 %
	(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Start Smart /2016		
	(McGraw Hill) Grade K Kinder Wonders Reading Writing Workshop: Unit 1-10 /2016		
	(McGraw Hill) Grade 1 1st Gr Wonders Reading Writing Workshop: Unit 1-4 /2016		
	(McGraw Hill) Grade 1 1st Gr Wonders Literature Anthology: Unit 1-4 / 2016		
	(McGraw Hill) Grade 2 2nd Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 2 2nd Gr Wonders Literature Anthology / 2016		
	(McGraw Hill) Grade 3 3rd Gr Wonders Reading Writing Workshop / 2016		
	(McGraw Hill) Grade 3 3rd Gr Wonders Literature Anthology / 2016		
	(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		
Mathematics	(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012	Yes	0.0 %
	(McGraw Hill) Grade K My Math Grade K Vol. 1, 2 / 2014		
	(McGraw Hill) Grade 1 My Math Grade 1 Vol. 1, 2 / 2014		
	(McGraw Hill) Grade 2 My Math Grade 2 Vol. 1, 2 / 2014		
	(McGraw Hill) Grade 3 My Math Grade 3 Vol. 1, 2 / 2014		
	(McGraw Hill) Grade 4 My Math Grade 4 Vol. 1, 2 / 2014		
	(McGraw Hill) Grade 5 My Math Grade 5 Vol. 1, 2 / 2014		
Science	(Houghton Mifflin) Grade K-5 California Science Gr. K-5 / 2007	Yes	0.0 %
History-Social Science	(Pearson) Grade K-2 California Social Studies Kindergarten-Grade 2 / 2006	Yes	0.0 %
	(Pearson) Grade 3 Our Communities / 2006		
	(Pearson) Grade 4 Our California / 2006		
	(Pearson) Grade 5 Our Nation / 2006		

Foreign Language				0.0 %
Health	(Mendez Foundation) Grade K-5 Too Good for Drugs / 2002 (Mendez Foundation) Grade K-5 Too Good for Violence / 2002		Yes	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.

Replacement of older Heating air conditioning systems has been performed. Repairs to concrete walkways, and roof systems as also been completed.

Replacement of all lighting systems to LED completed.

All window coverings replaced.

Paint Exterior of school is planned for Spring 2019.

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	
Interior: Interior Surfaces	Good	Refresh of staff support areas completed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical system replacement planned for 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repairs completed, as needed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

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)	38.0%	37.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	37.0%	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: 1/28/2019

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	254	254	100.00%	37.40%
Male	122	122	100.00%	30.33%
Female	132	132	100.00%	43.94%
Black or African American	12	12	100.00%	25.00%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	240	240	100.00%	37.50%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	246	246	100.00%	36.59%
English Learners	177	177	100.00%	36.72%
Students with Disabilities	29	29	100.00%	--
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: 1/28/2019

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	253	253	100.00%	37.15%
Male	122	122	100.00%	36.89%
Female	131	131	100.00%	37.40%
Black or African American	12	12	100.00%	16.67%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	239	239	100.00%	37.66%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	245	245	100.00%	37.14%
English Learners	176	176	100.00%	38.07%
Students with Disabilities	28	28	100.00%	14.29%
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: 1/28/2019

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: 1/28/2019

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
5	27.6%	25.3%	26.4%

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: 1/28/2019

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 become involved in their children's education and in all school activities and events. We have opportunities through the Parent-Teacher Association (PTA), the School Site Council (SSC), the English Learners Advisory Council (ELAC), scheduled parenting and academic meetings, and Read/Math Nights. We also have many opportunities during the day for parents to visit and volunteer in the Keppel School Parent Center. Other types of activities that parents can volunteer for include: working in the school library or computer labs, volunteering in the classrooms, working in the Keppel Dollar Store, volunteering in the Book Fair, school carnivals and various fundraising events.

Parent involvement/education has become a priority during the school year. Along with monthly parent education sessions, our Instructional Coach offers continual trainings to K-5 parents on Reading Comprehension strategies and vocabulary development. In addition, teachers offer parent workshops on how to assist students with homework, prepare for test and increase math skills. Parent involvement/education sessions continue to cover a myriad of topics from how to increase student achievement to motivating a student to learn. As an additional opportunity to foster communication between home and school, the principal holds bi-monthly "Coffee with the Principal" meetings to listen to the questions and concerns of the community. Parents are an active part of their child's education and are welcome to meet with staff members to improve the educational experience for their students at any time. Each year, the school surveys parents regarding the effectiveness of school programs and uses the parent responses to improve the 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	0.5%	0.7%	0.9%	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%
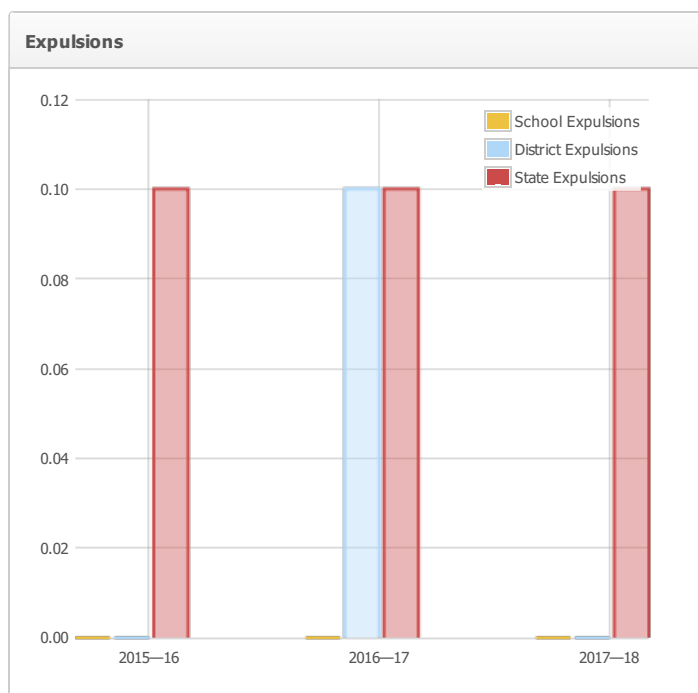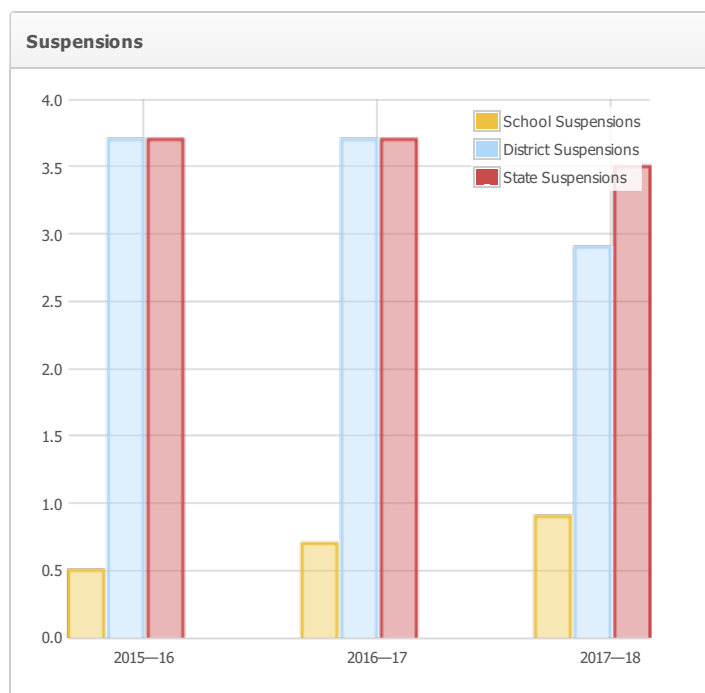
Last updated: 1/28/2019

School Safety Plan (School Year 2018—19)

Our School Safety Plan was updated again in September 2018. Paramount Schools provide a safe and clean learning environment for students. A full-time day custodian is assigned to each school site with responsibilities for cleaning, vacuuming and minor repairs. A general maintenance personnel is assigned to service the school on a weekly basis. Teams of night custodians come to each school every other night to provide more in-depth cleaning services. In addition, as a year-round school district, a Deep Cleaning Crew visits the schools every nine months to address the heavy cleaning needs at each site.

Each classroom has an emergency plan and kit. These are good for fire, earthquake and other natural disasters. The students participate in monthly fire and drop and cover drills. The entire school participates in the yearly Earthquake Disaster Drill.

The School Safety Plan is reviewed with the entire staff yearly. The Site Safety Committee visits all classrooms regularly to ensure that all safety conditions are being met.

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	26.0		4	
1	25.0		3	
2	26.0		3	
3	21.0		4	
4	31.0		3	
5	33.0		1	2
6				
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	23.0	1	3	
1	23.0		4	
2	22.0		4	
3	26.0		3	
4	30.0		3	
5	32.0		3	
6				
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	23.0	1	3	
1	18.0	1	4	
2	22.0		4	
3	21.0	1	3	
4	28.0		3	
5	29.0		3	
6				
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

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	1.0	472.0
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	0.3	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)	1.0	N/A
Other	4.3	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	$4221.4	$199.5	$4022.0	$97538.6
District	N/A	N/A	$2112.3	$84546.0
Percent Difference – School Site and District	N/A	N/A	15.6%	3.6%
State	N/A	N/A	$7125.0	$79665.0
Percent Difference – School Site and State	N/A	N/A	-13.9%	5.0%

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.
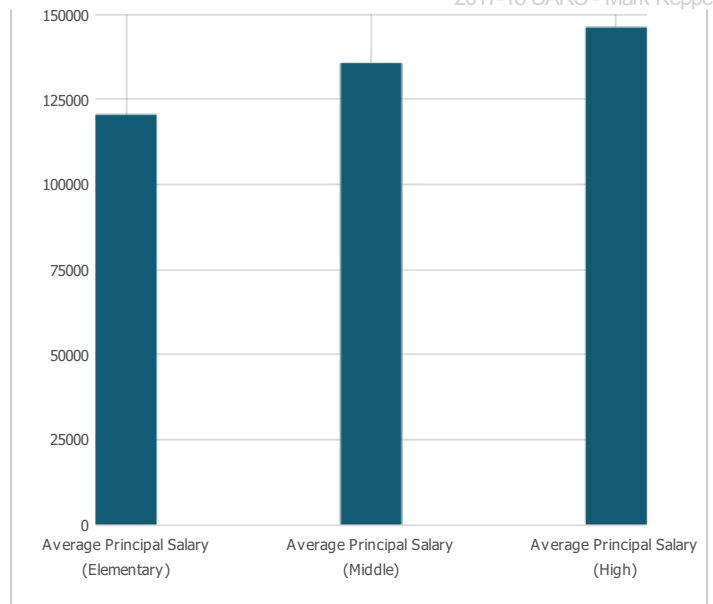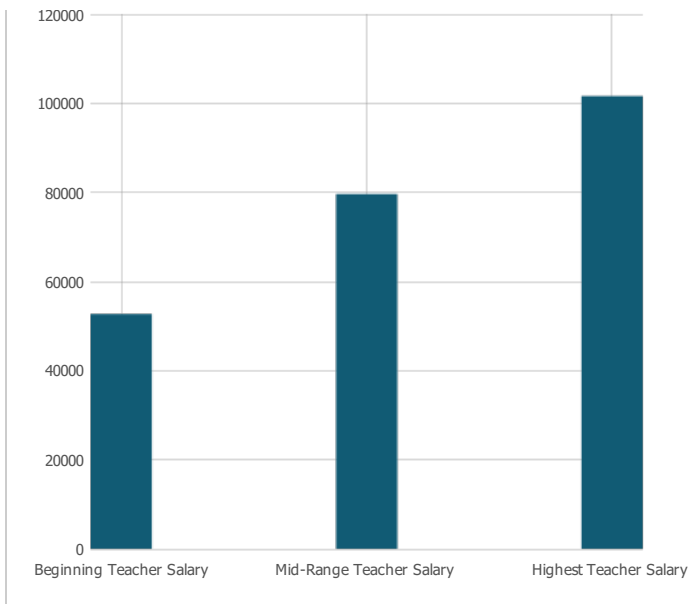
Last updated: 1/14/2019

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

The first chart shows teacher salaries with three bars: Beginning Teacher Salary (approximately 53000), Mid-Range Teacher Salary (approximately 80000), and Highest Teacher Salary (approximately 102000).

The second chart shows average principal salaries with three bars: Average Principal Salary (Elementary) (approximately 121000), Average Principal Salary (Middle) (approximately 136000), and Average Principal Salary (High) (approximately 146000).

Last updated: 1/28/2019

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: 1/24/2019