

# Theodore Roosevelt

## 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.

## Margie Domino, Principal

 Principal, Theodore Roosevelt

### About Our School

The focus of Theodore Roosevelt School, for the 2017-2018 school year, is to ensure academic success and personal growth for our students. Literacy in English Language Arts (ELA), Mathematics and English Language Development (ELD) are crucial for student achievement and are the emphasis of our academic program. Teachers and support staff continue to participate in professional development to improve instructional practices with a focus on the California Common Core standards. Teachers collaborate regularly to monitor student progress and assess individual student needs. Students are provided with differentiated instruction in the classroom and intervention opportunities in ELA, Mathematics and ELD throughout the school year.

### Contact

*Theodore Roosevelt*  
13451 Merkel Ave.  
Paramount, CA 90723-4378

Phone: 562-602-8056  
E-mail: [mdomino@paramount.k12.ca.us](mailto:mdomino@paramount.k12.ca.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruth Perez
<b>E-mail Address</b>	<a href="mailto:rperez@paramount.k12.ca.us">rperez@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Theodore Roosevelt
<b>Street</b>	13451 Merkel Ave.
<b>City, State, Zip</b>	Paramount, Ca, 90723-4378
<b>Phone Number</b>	562-602-8056
<b>Principal</b>	Margie Domino, Principal
<b>E-mail Address</b>	<a href="mailto:mdomino@paramount.k12.ca.us">mdomino@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="https://roosevelt.pusdschools.net/">https://roosevelt.pusdschools.net/</a>
<b>County-District-School (CDS) Code</b>	19648736021471

*Last updated: 1/28/2019*

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

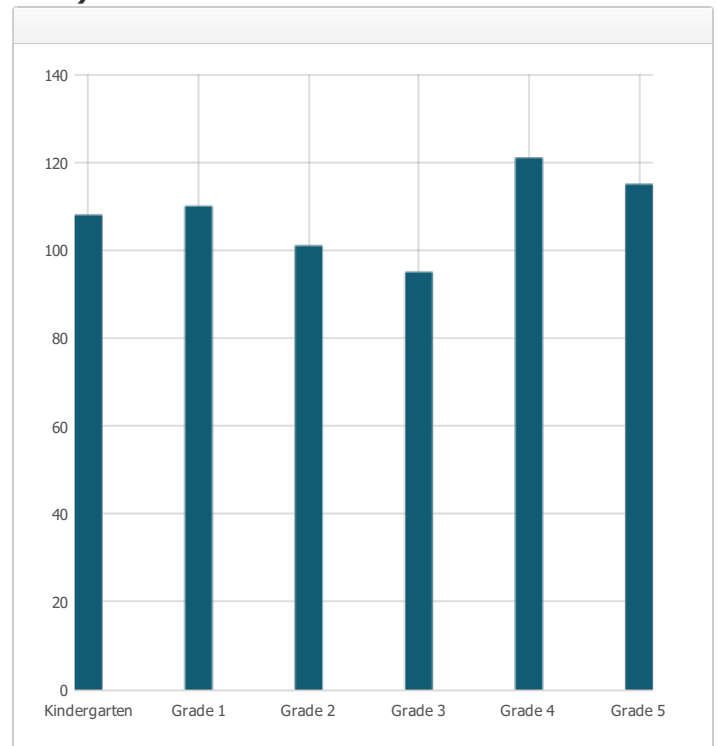
The mission of Theodore Roosevelt School is to maximize every student's academic performance and personal responsibility. In order to achieve our mission we provide a safe, respectful and nurturing environment via implementation of the "Safe and Civil Schools" program and CHAMPS. We maintain a rigorous standards-based curriculum while implementing effective instructional practices delivered by a highly qualified staff working collaboratively to ensure student success.

Academic growth is assessed through the mastery of grade level standards using formative assessments, District benchmarks and SBAC assessments in language arts and math for grades 3-5. A comprehensive intervention program addresses the needs of students in ELA, Mathematics, and ELD. Students are recognized for their individual achievements and positive choices ensuring that our students are well prepared for the educational transitions they will face in the coming years.

*Last updated: 12/20/2018*

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	110
Grade 2	101
Grade 3	95
Grade 4	121
Grade 5	115
Total Enrollment	650

*Last updated: 1/28/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	6.8 %
American Indian or Alaska Native	%
Asian	0.6 %
Filipino	0.5 %
Hispanic or Latino	89.2 %
Native Hawaiian or Pacific Islander	0.9 %
White	1.5 %
Two or More Races	0.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.5 %
English Learners	51.4 %
Students with Disabilities	12.8 %
Foster Youth	1.1 %

## A. Conditions of Learning

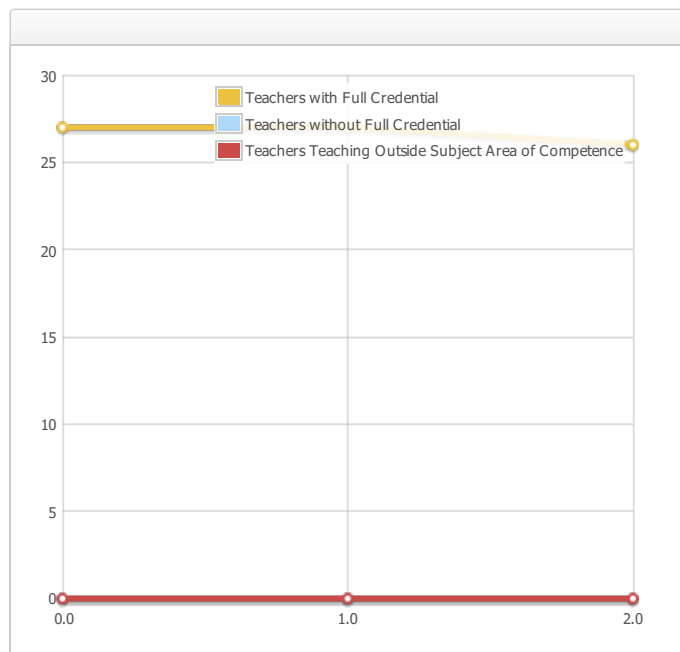
### State Priority: Basic

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

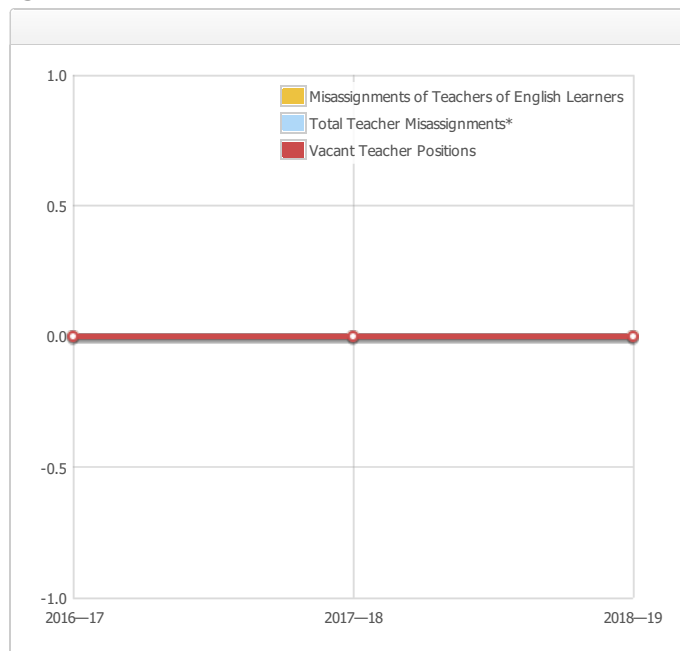
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	27	27	26	644
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	23



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 laws 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 (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	Yes	0.0 %
Mathematics	(McGraw Hill) Grade T-K Everyday Mathematics PreK / 2012 (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	Yes	0.0 %
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 (Pearson) Grade 3 Our Communities / 2006 (Pearson) Grade 4 Our California / 2006	Yes	0.0 %

(Pearson) Grade 5 Our Nation / 2006				
Foreign Language				0.0 %
Health	(Mendez Foundation) Grade K-5 Too Good for Drugs / 2002	Yes		0.0 %
	(Mendez Foundation) Grade K-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.

Last updated: 12/12/2018

## School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Replacement of wall and floor systems in several classroom completed.

Paint exterior of school completed.

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

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

Replacement of Kindergarten play surfacing and refresh of play equipment planned for Spring 2019.

*Last updated: 1/29/2019*

## 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Electrical system improvements completed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Water bottle refill system installed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof replacements completed.
<b>External:</b> 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: 1/23/2019*

## 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)	28.0%	38.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	29.0%	39.0%	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	332	331	99.70%	37.76%
Male	185	184	99.46%	31.52%
Female	147	147	100.00%	45.58%
Black or African American	22	21	95.45%	19.05%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	299	299	100.00%	38.46%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	317	316	99.68%	37.03%
English Learners	202	202	100.00%	39.11%
Students with Disabilities	59	58	98.31%	--
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	332	331	99.70%	38.67%
Male	185	184	99.46%	39.67%
Female	147	147	100.00%	37.41%
Black or African American	22	21	95.45%	9.52%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	299	299	100.00%	39.80%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	317	316	99.68%	37.03%
English Learners	202	202	100.00%	38.61%
Students with Disabilities	59	58	98.31%	--
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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

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	17.4%	29.6%	26.1%

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: 1/28/2019*

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)

Our community believes that together, as a team, we meet the needs of our students. Our parents are encouraged to attend scheduled meetings and events that support goals for student achievement. Parents are invited to attend individual conferences, recognition ceremonies, parent education and "Coffee with the Principal" meetings.

The School Site Council (SSC) and the English Language Advisory Committee (ELAC) are comprised of parent representatives elected by their peers to two-year terms. SSC and ELAC meetings are scheduled regularly. All parents are welcome to attend these meetings.

The school PTA meets regularly to plan support services for parent trainings and incentive programs for parent participation, as well as student recognitions and academic enrichment activities.

Parent volunteers assist with various activities throughout the year including family events and daily assistance in classrooms.

Individuals seeking information on parent involvement are asked to contact the school principal, Mrs. Margie A. Domino, at (562) 602-8056.

# 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

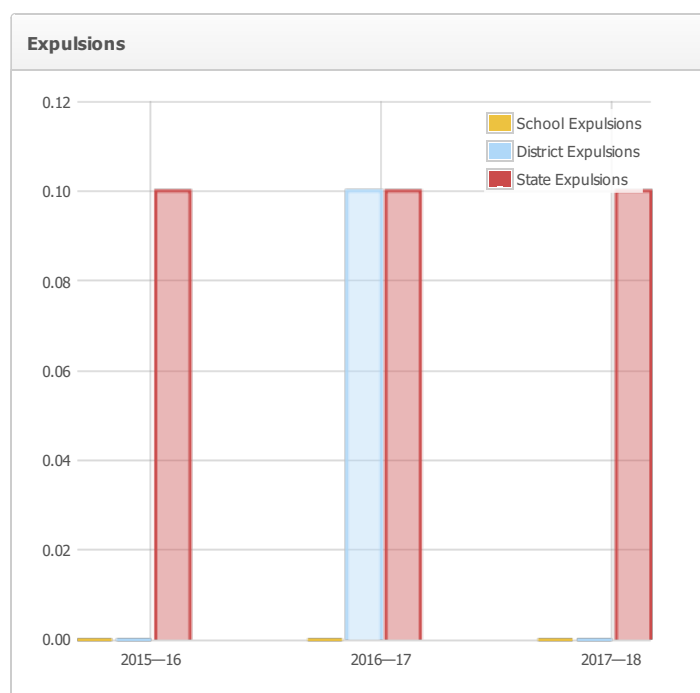
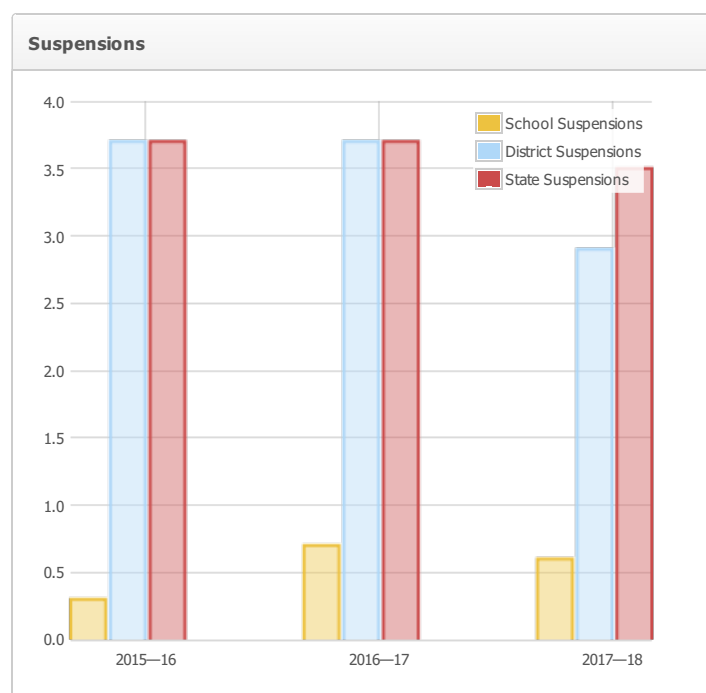
# State Priority: School Climate

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	0.3%	0.7%	0.6%	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)

The School Site Council reviewed the Comprehensive School Safety Plan for content requirements and it was approved at the February 27, 2018 SSC meeting. Content requirements have been met, including those found in District Governing Board and the Local Improvement Plan. Components of this plan include the mandated crime report, child abuse reporting procedures, 2016- 2017 Annual Notifications for Parents and Students, policy statements, employee discipline policy, drug/alcohol/tobacco free campus policy, dress code policy, sexual harassment policy, pupil discipline policy, procedures for safe entrance and exit from school and disaster response procedures.

*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	27.0		4	
1	28.0		4	
2	28.0		4	
3	22.0	1	4	
4	35.0			4
5	23.0	2	4	
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	22.0	2	4	
1	26.0		3	
2	25.0		4	
3	23.0	1	4	
4	32.0		3	
5	28.0	1	5	
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	22.0	1	4	
1	26.0		4	
2	21.0	1	4	
3	23.0		4	
4	27.0	1	3	
5	26.0	1	4	
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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	621.0
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	1.0	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)	1.0	N/A
Other	5.5	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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$4316.3	\$625.6	\$3690.7	\$106796.3
District	N/A	N/A	\$2112.3	\$84546.0
Percent Difference – School Site and District	N/A	N/A	13.6%	5.8%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-15.9%	7.3%

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

*Last updated: 1/23/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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

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

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

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

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

*Last updated: 1/14/2019*

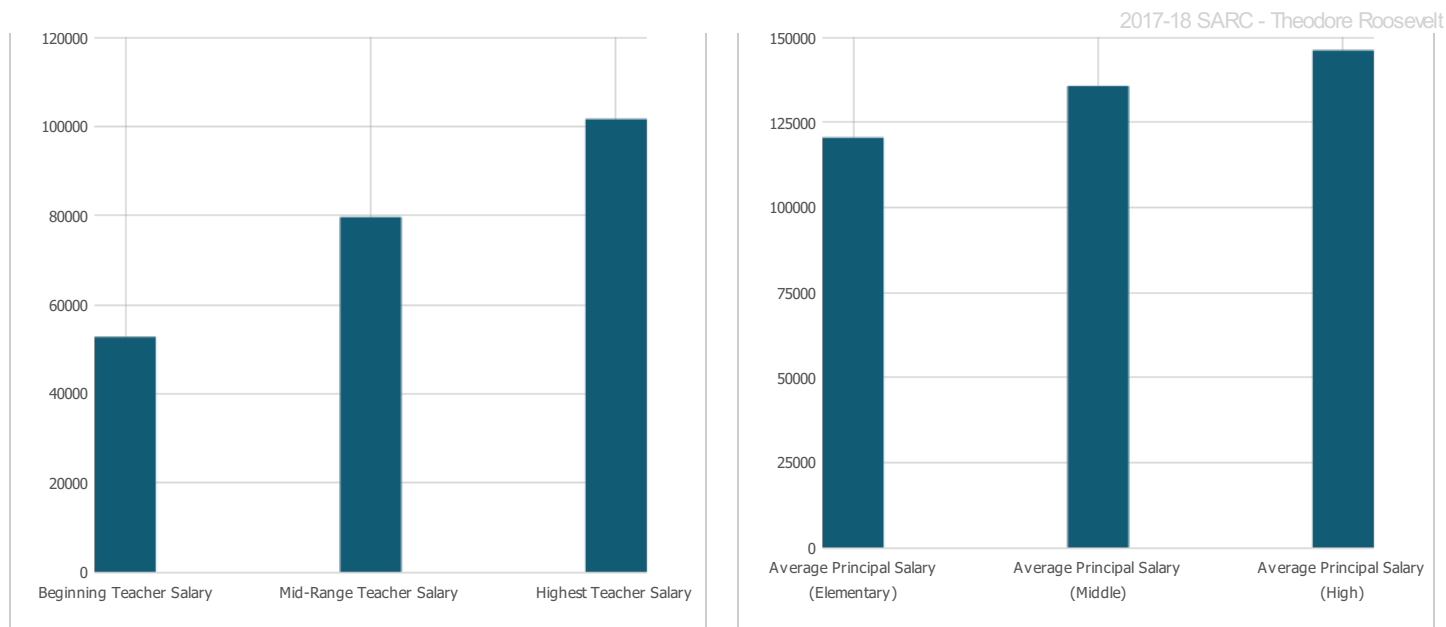
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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

### Teacher Salary Chart

### Principal Salary Chart



*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*