

## 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.

### Sue Saikaly, Principal

Principal, Frank J. Zamboni

#### About Our School

Frank J. Zamboni Middle School is committed to providing a quality education for approximately 950 students by setting high standards in academics and behavior, by providing teachers and staff with training and resources, and by listening to and working with parents and families. We believe that each student should have the opportunity to maximize his/her potential and to develop his/her capabilities to their full extent.

#### Contact

Frank J. Zamboni  
15733 South Orange Ave.  
Paramount, CA 90723-4378

Phone: 562-602-8048  
E-mail: [ssaikaly@paramount.k12.ca.us](mailto:ssaikaly@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>	Frank J. Zamboni
<b>Street</b>	15733 South Orange Ave.
<b>City, State, Zip</b>	Paramount, Ca, 90723-4378
<b>Phone Number</b>	562-602-8048
<b>Principal</b>	Sue Saikaly, Principal
<b>E-mail Address</b>	<a href="mailto:ssaikaly@paramount.k12.ca.us">ssaikaly@paramount.k12.ca.us</a>
<b>Web Site</b>	<a href="https://zamboni.pusdschools.net/">https://zamboni.pusdschools.net/</a>
<b>County-District-School (CDS) Code</b>	19648736114615

*Last updated: 1/24/2019*

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

### Mission Statement/Goals

All students have the right to a quality education in a positive and safe environment that promotes dignity, respect, high achievement, and responsible, productive citizens in a multi-cultural society.

1. Teachers believe that all students can learn.
2. The school addresses the individual student: intellectual, emotional, social, and physical.
3. Teachers hold high expectations for each student while acknowledging individual differences.
4. Developing positive self-esteem enhances respect and cooperation.
5. Pride in one's work is essential to achieving one's potential.
6. Promoting personal responsibility develops contributing members of society.
7. Learning is valued as a life-long process.
8. A positive, safe environment allows students to perform in a risk – free environment.

### Collective Commitments

This section provides information about the school's goals and programs.

### Curriculum, Instruction and Assessment

As a school staff we will...

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

### Focus on Students and Access for All

As a school staff we will...

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

### **Working as a Professional Learning Community**

As a school staff we will...

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

### **A Culture for Learning**

As a school staff we will...

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

### **Continuous Cycle of Improvement**

As a school staff we will...

- focus on student learning;
- engage in observing each other to refine best practices;
- openly share data among teachers who work collaboratively to improve student learning and
- provide students with on-going specific feedback and involve them in assessing their own learning.

Community Engagement

As a school staff we will...

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

### **Community Engagement**

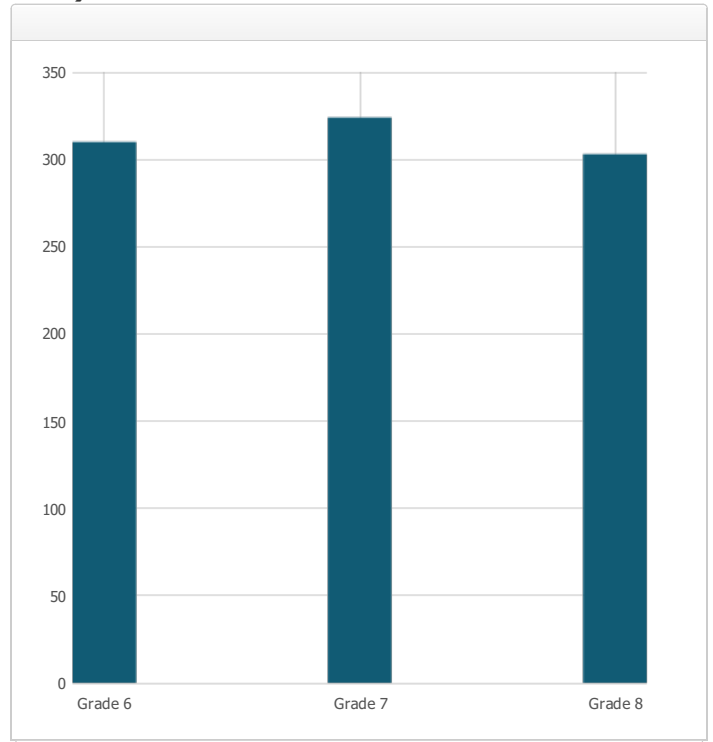
As a school staff we will...

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

*Last updated: 1/29/2019*

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

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



Last updated: 1/24/2019

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

Student Group	Percent of Total Enrollment
Black or African American	5.0 %
American Indian or Alaska Native	0.2 %
Asian	0.3 %
Filipino	0.1 %
Hispanic or Latino	92.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	0.6 %
Two or More Races	0.5 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.2 %
English Learners	31.4 %
Students with Disabilities	11.1 %
Foster Youth	1.2 %

## A. Conditions of Learning

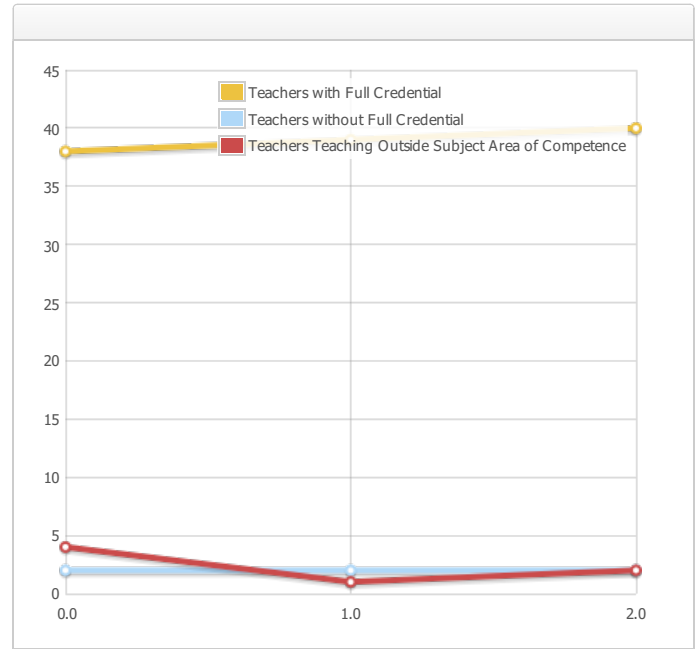
### State Priority: Basic

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

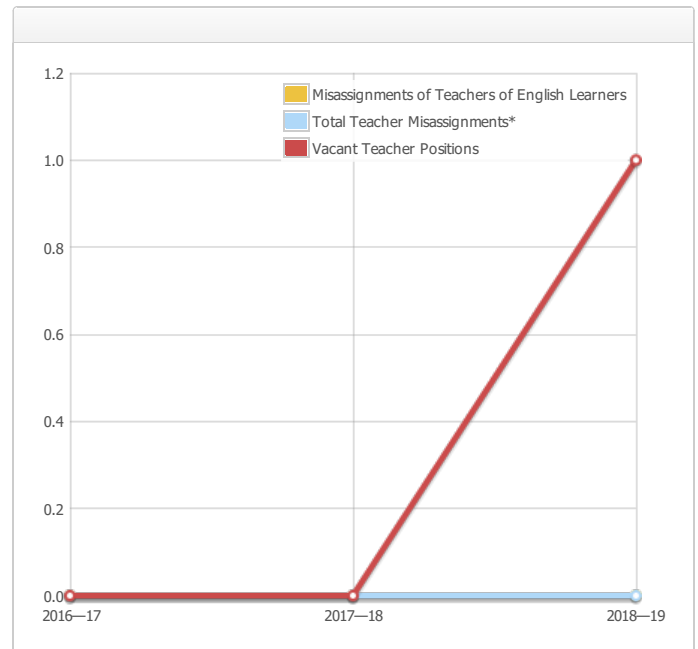
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	38	39	40	644
Without Full Credential	2	2	2	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	4	1	2	23



Last updated: 12/5/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016— 17	2017— 18	2018— 19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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	(Amplify) Grade 6, 7, 8 Anthology 2017 (Hampton-Brown) Grade 6-8 Inside the U.S.A. # / 2011 (Hampton-Brown) Grade 6-8 Inside Phonics # / 2011 (Hampton-Brown) Grade 6-8 Inside Level A-E / 2011 (Hampton-Brown) Grade 6-8 InZone Zone 1-3 Books / 2011 (Sopris West) Grade 6-8 Language! (Level A,B,C,D) / 2001	Yes	0.0 %
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Agile Mind) Grade 8 8th Grade Common Core Math / 2013 (Pearson) Grade 8 Algebra 1 / 2014	Yes	0.0 %
Science	(Glencoe/McGraw-Hill) Grade 6 Focus on Earth Science / 2007 (Glencoe/McGraw-Hill) Grade 7 Focus on Life Science / 2007 (Glencoe/McGraw-Hill) Grade 6-8 Teen Health / 2008 (Glencoe/McGraw-Hill) Grade 8 Focus on Physical Science / 2007	Yes	0.0 %
History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpm (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.

Recent refresh of classroom for band classroom has been completed.

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

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

*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	Monitoring for moquitos is proactie approach.
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof repairs completed as needed. Gutter replacement.
<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
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*Last updated: 1/29/2019*

## 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%	39.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	30.0%	31.0%	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	919	914	99.46%	39.06%
Male	463	460	99.35%	32.17%
Female	456	454	99.56%	46.04%
Black or African American	41	40	97.56%	32.50%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	857	853	99.53%	39.39%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	892	887	99.44%	38.56%
English Learners	476	474	99.58%	27.00%
Students with Disabilities	99	97	97.98%	3.09%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/24/2019

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

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	919	913	99.35%	31.14%
Male	463	461	99.57%	29.57%
Female	456	452	99.12%	32.74%
Black or African American	41	40	97.56%	22.50%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	857	852	99.42%	31.37%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	892	886	99.33%	30.62%
English Learners	476	473	99.37%	18.64%
Students with Disabilities	99	96	96.97%	3.13%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

Last updated: 1/24/2019

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

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

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

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

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

*Last updated: 1/24/2019*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	31.8%	18.6%	29.6%

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

*Last updated: 1/24/2019*

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018—19)

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

Parents may be actively involved in the school through the Parent Teacher Association (PTA), by being elected a School Site Council (SSC) member and attending the School Site Council meetings, or being elected to the English Language Advisory Committee (ELAC). The School Site Council and English Language Advisory Committees are parent advisory groups that assist the principal staff with the educational programs at the school. Parents are also invited to attend monthly workshops through the College Career Center, and field trips to include college tours. Monthly calendars, Connect Ed messages, ParentVue and Schoology are utilized on a regular basis to support school-home communication.

# State Priority: Pupil Engagement

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

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

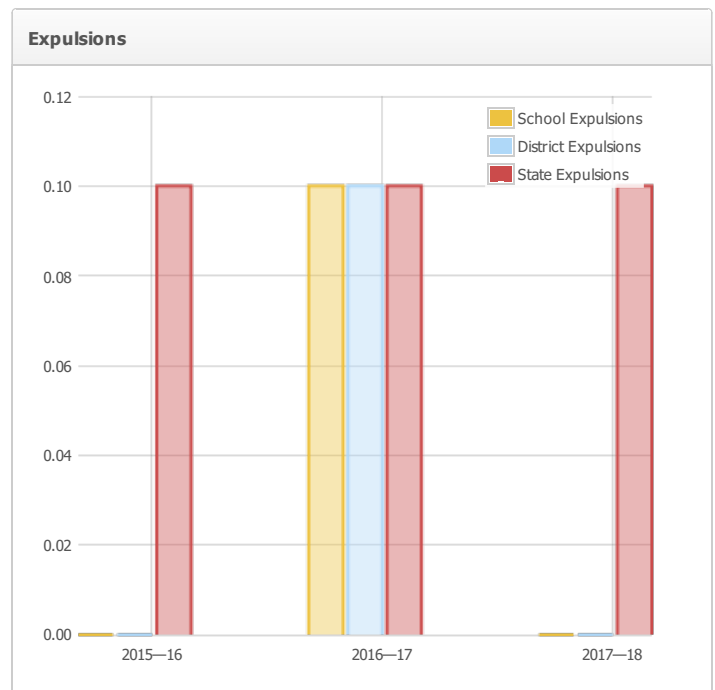
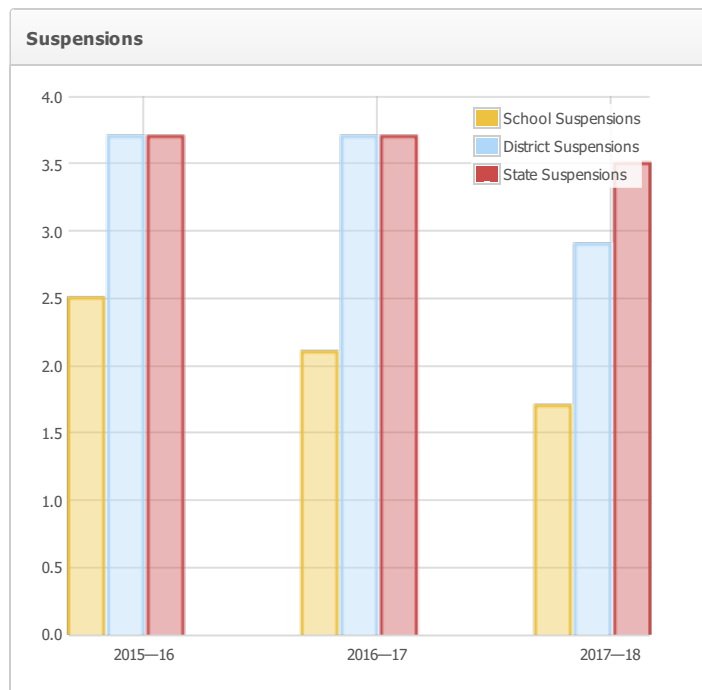
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.5%	2.1%	1.7%	3.7%	3.7%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



*Last updated: 1/24/2019*

## School Safety Plan (School Year 2018—19)

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

*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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	24.0	10	22	2
Mathematics	26.0	5	22	
Science	26.0	1	23	
Social Science	26.0	3	21	

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

**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	23.0	15	17	
Mathematics	23.0	8	18	
Science	28.0	2	18	1
Social Science	26.0	2	21	

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

**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	25.0	5	26	1
Mathematics	26.0	6	17	
Science	27.0	1	21	1
Social Science	27.0	2	21	

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

*Last updated: 12/14/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	470.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	6.3	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 12/5/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<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	\$4100.4	\$357.3	\$3743.1	\$87478.6
District	N/A	N/A	\$2112.3	\$84546.0
Percent Difference – School Site and District	N/A	N/A	13.9%	0.9%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-15.6%	2.3%

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

*Last updated: 1/23/2019*

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

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

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

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

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

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

*Last updated: 1/14/2019*

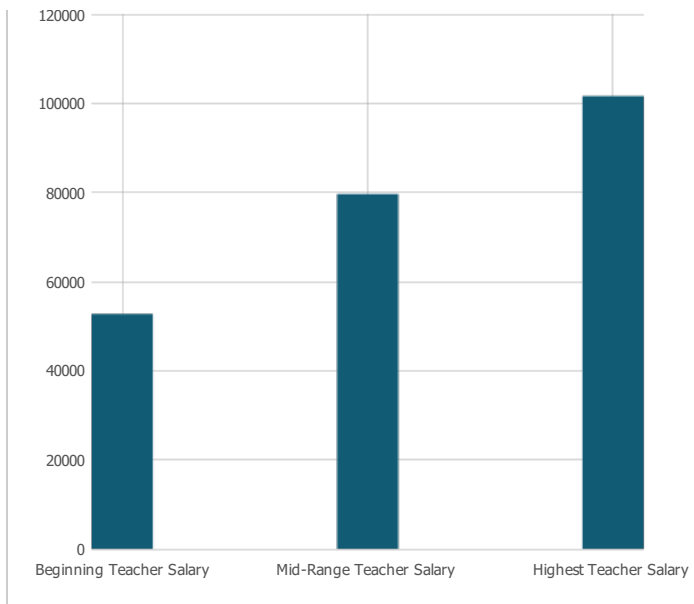
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

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

### Teacher Salary Chart

### Principal Salary Chart



*Last updated: 1/24/2019*

## Professional Development

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

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

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

6-12 professional development activities have included Instructional Leadership Teams, Co-Teaching, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

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

*Last updated: 1/14/2019*