

Theodore Roosevelt

School Accountability Report Card Reported Using Data from the 2018—19 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 2018-19 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 State 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
Email: mdomino@paramount.k12.ca.us

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | Paramount Unified |
| Phone Number | (562) 602-6000 |
| Superintendent | Ruth Perez |
| Email Address | rperez@paramount.k12.ca.us |
| Website | www.paramount.k12.ca.us |

| School Contact Information (School Year 2019—20) | |
|--|---|
| School Name | Theodore Roosevelt |
| Street | 13451 Merkel Ave. |
| City, State, Zip | Paramount, Ca, 90723-4378 |
| Phone Number | 562-602-8056 |
| Principal | Margie Domino, Principal |
| Email Address | mdomino@paramount.k12.ca.us |
| Website | https://roosevelt.pusdschools.net/ |
| County-District-School (CDS) Code | 19648736021471 |

Last updated: 12/23/2019

School Description and Mission Statement (School Year 2019—20)

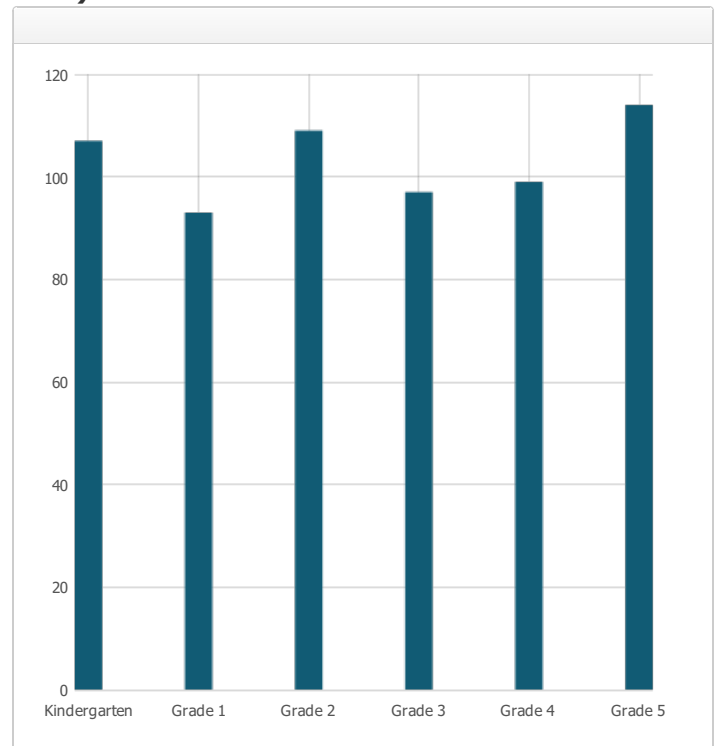
The mission of Theodore Roosevelt School is to maximize every student's academic performance and personal responsibility. In order to achieve our mission, we provide a safe, respectful, and nurturing environment via implementation of the "Safe and Civil Schools" program and CHAMPS. We maintain a rigorous 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: 12/23/2019

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 107 |
| Grade 1 | 93 |
| Grade 2 | 109 |
| Grade 3 | 97 |
| Grade 4 | 99 |
| Grade 5 | 114 |
| Total Enrollment | 619 |



Last updated: 12/23/2019

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 7.60 % |
| American Indian or Alaska Native | % |
| Asian | 0.30 % |
| Filipino | 0.50 % |
| Hispanic or Latino | 88.40 % |
| Native Hawaiian or Pacific Islander | 1.00 % |
| White | 1.30 % |
| Two or More Races | 1.00 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 96.00 % |
| English Learners | 49.90 % |
| Students with Disabilities | 15.20 % |
| Foster Youth | 1.10 % |
| Homeless | 0.20 % |

A. Conditions of Learning

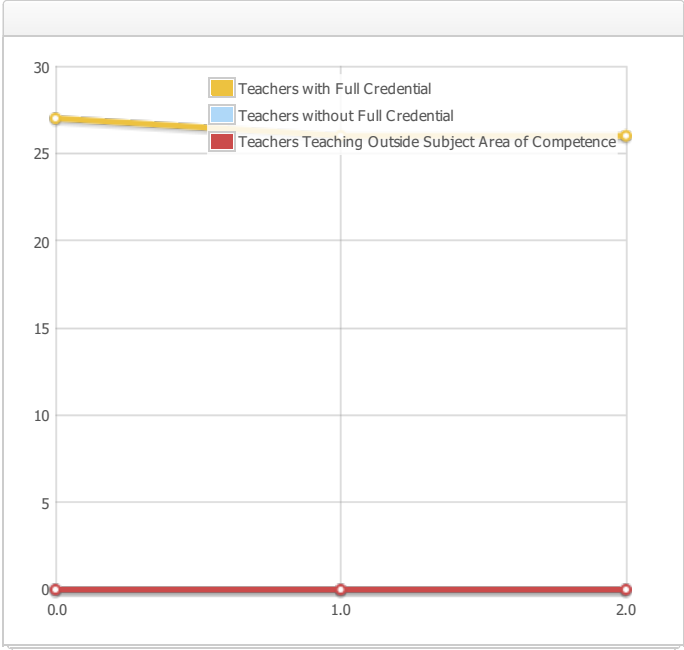
State Priority: Basic

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

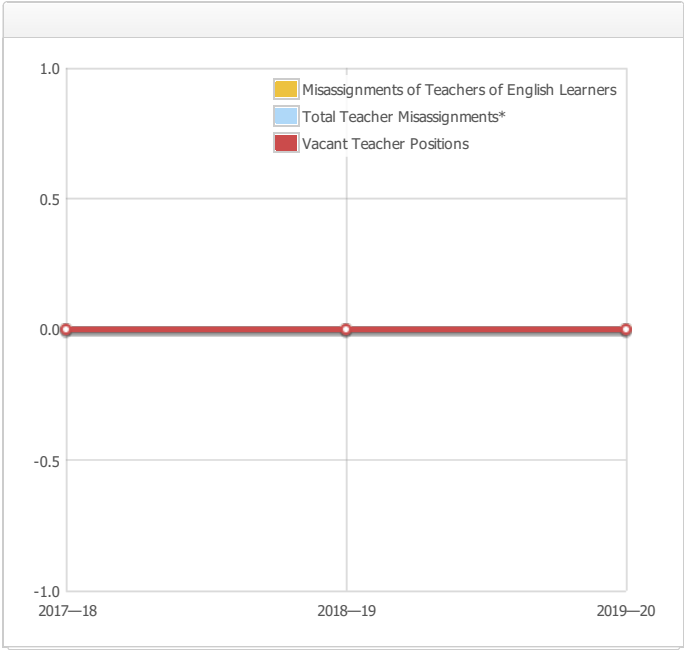
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 27 | 26 | 26 | 638 |
| Without Full Credential | 0 | 0 | 0 | 8 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 23 |



Last updated: 12/30/2019

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| 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: 12/30/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

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 2018-2019 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: December 2019

| Subject | Textbooks and Other 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 | 0.00 % |
| 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 | 0.00 % |
| Science | (Houghton Mifflin) Grade K-5 California Science Gr. K-5 / 2007 | Yes | 0.00 % |
| 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 (Pearson) Grade 5 Our Nation / 2006 | Yes | 0.00 % |

| | | | |
|---------------------------------|-----|-----|--------|
| Foreign Language | | | 0.00 % |
| Health | | | 0.00 % |
| 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: 12/23/2019

School Facility Conditions and Planned Improvements

Roosevelt School is in good repair condition. No improvements planned.

Last updated: 12/23/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | HVAC system upgraded. |
| Interior: Interior Surfaces | Good | Classroom maintenance- repairs completed to portable classrooms. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | Electrical panel replacement completed. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Water refill stations installed. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Roof coating applied. |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating Exemplary

Last updated: 12/23/2019

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 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 38% | 47% | 41% | 39% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 39% | 35% | 30% | 28% | 38.0% | 39.0% |

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: 12/30/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 313 | 309 | 98.72% | 1.28% | 47.25% |
| Male | 163 | 161 | 98.77% | 1.23% | 42.86% |
| Female | 150 | 148 | 98.67% | 1.33% | 52.03% |
| Black or African American | 17 | 17 | 100.00% | 0.00% | 41.18% |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 282 | 278 | 98.58% | 1.42% | 47.12% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 298 | 295 | 98.99% | 1.01% | 47.12% |
| English Learners | 193 | 189 | 97.93% | 2.07% | 47.09% |
| Students with Disabilities | 54 | 53 | 98.15% | 1.85% | 9.43% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | | | | | |

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: 1/2/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 313 | 311 | 99.36% | 0.64% | 35.05% |
| Male | 163 | 162 | 99.39% | 0.61% | 37.04% |
| Female | 150 | 149 | 99.33% | 0.67% | 32.89% |
| Black or African American | 17 | 17 | 100.00% | 0.00% | 17.65% |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | -- | -- | -- | -- | |
| Hispanic or Latino | 282 | 280 | 99.29% | 0.71% | 35.00% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | |
| White | -- | -- | -- | -- | |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 298 | 297 | 99.66% | 0.34% | 34.34% |
| English Learners | 193 | 191 | 98.96% | 1.04% | 32.98% |
| Students with Disabilities | 54 | 53 | 98.15% | 1.85% | 13.21% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | |
| Homeless | | | | | |

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: 1/2/2020

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

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| 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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

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 2018—19)

| 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 | 21.20% | 34.50% | 20.40% |

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/13/2020

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 2019—20)

Our community believes that together, as a team, we can 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, school events, and "Coffee with the Principal" meetings.

The School Site Council (SSC) and the English Learner 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 about parent involvement are asked to contact our parent volunteer liaison, Mrs. Leticia Morales, at (562) 602-8056.

State Priority: Pupil Engagement

Last updated: 12/23/2019

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 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.70% | 0.60% | 0.60% | 3.70% | 2.90% | 2.60% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.10% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 12/23/2019

School Safety Plan (School Year 2019—20)

The School Site Council reviewed the Comprehensive School Safety Plan for content requirements and it was approved at the March 16, 2019 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, 2019-2019 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: 12/23/2019

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 (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | 2 | 4 | |
| 1 | 26.00 | | 3 | |
| 2 | 25.00 | | 4 | |
| 3 | 23.00 | 1 | 4 | |
| 4 | 32.00 | | 3 | |
| 5 | 28.00 | 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 | 22.00 | 1 | 4 | |
| 1 | 26.00 | | 4 | |
| 2 | 21.00 | 1 | 4 | |
| 3 | 23.00 | | 4 | |
| 4 | 27.00 | 1 | 3 | |
| 5 | 26.00 | 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | 2 | 3 | |
| 1 | 23.00 | | 4 | |
| 2 | 26.00 | | 4 | |
| 3 | 20.00 | 2 | 3 | |
| 4 | 28.00 | | 3 | |
| 5 | 26.00 | 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 619.00 |

*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.

**Average Number of Pupils per Counselor

Last updated: 12/30/2019

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.00 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.50 |
| Resource Specialist (non-teaching) | 5.00 |
| Other | |

*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: 12/30/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4454.62 | \$609.31 | \$3845.31 | \$105138.20 |
| District | N/A | N/A | -- | \$84533.00 |
| Percent Difference – School Site and District | N/A | N/A | 65.87% | 21.73% |
| State | N/A | N/A | \$7506.64 | \$82031.00 |
| Percent Difference – School Site and State | N/A | N/A | 64.51% | 24.69% |

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

Last updated: 12/30/2019

Types of Services Funded (Fiscal Year 2018—19)

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.

Title IV – A federal program designed to ensure students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

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

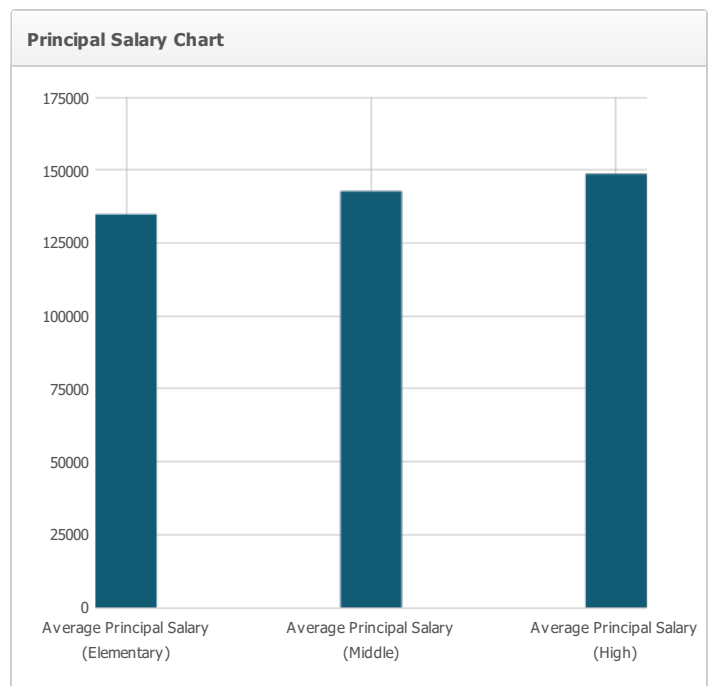
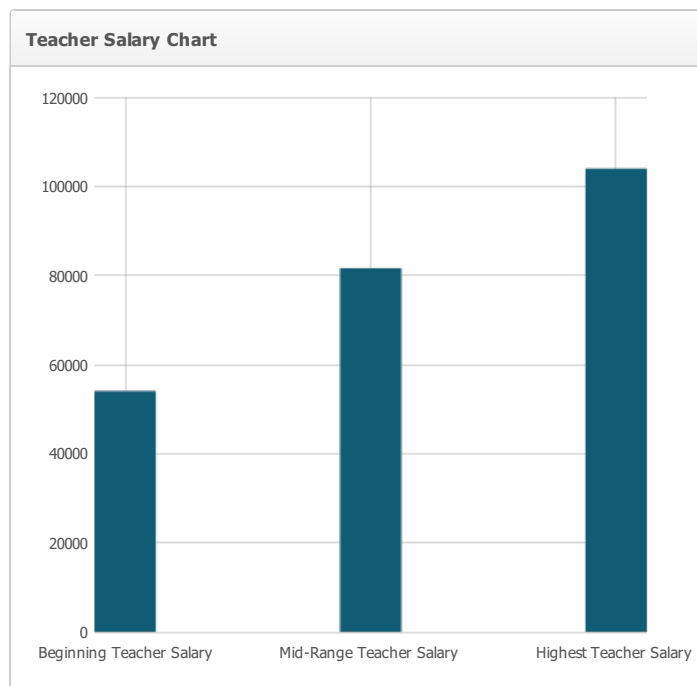
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Last updated: 12/30/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$54,038 | \$51,374 |
| Mid-Range Teacher Salary | \$81,624 | \$80,151 |
| Highest Teacher Salary | \$103,963 | \$100,143 |
| Average Principal Salary (Elementary) | \$134,799 | \$126,896 |
| Average Principal Salary (Middle) | \$142,745 | \$133,668 |
| Average Principal Salary (High) | \$148,687 | \$143,746 |
| Superintendent Salary | \$261,111 | \$245,810 |
| Percent of Budget for Teacher Salaries | 35.00% | 35.00% |
| Percent of Budget for Administrative Salaries | 5.00% | 5.00% |

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



Last updated: 12/30/2019

Professional Development

| Measure | 2017—18 | 2018—19 | 2019—20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 95 | 110 | 81 |

Last updated: 1/8/2020