

# Frank J. Zamboni

## 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.

## 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  
Email: [ssaikaly@paramount.k12.ca.us](mailto:ssaikaly@paramount.k12.ca.us)

# About This School

## Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Paramount Unified
<b>Phone Number</b>	(562) 602-6000
<b>Superintendent</b>	Ruth Perez
<b>Email Address</b>	<a href="mailto:rperez@paramount.k12.ca.us">rperez@paramount.k12.ca.us</a>
<b>Website</b>	<a href="http://www.paramount.k12.ca.us">www.paramount.k12.ca.us</a>

School Contact Information (School Year 2019—20)	
<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>Email Address</b>	<a href="mailto:ssaikaly@paramount.k12.ca.us">ssaikaly@paramount.k12.ca.us</a>
<b>Website</b>	<a href="http://zamboni.pusdschools.net/">http://zamboni.pusdschools.net/</a>
<b>County-District-School (CDS) Code</b>	19648736114615

Last updated: 12/23/2019

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

### School Description and Mission Statement

#### 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**

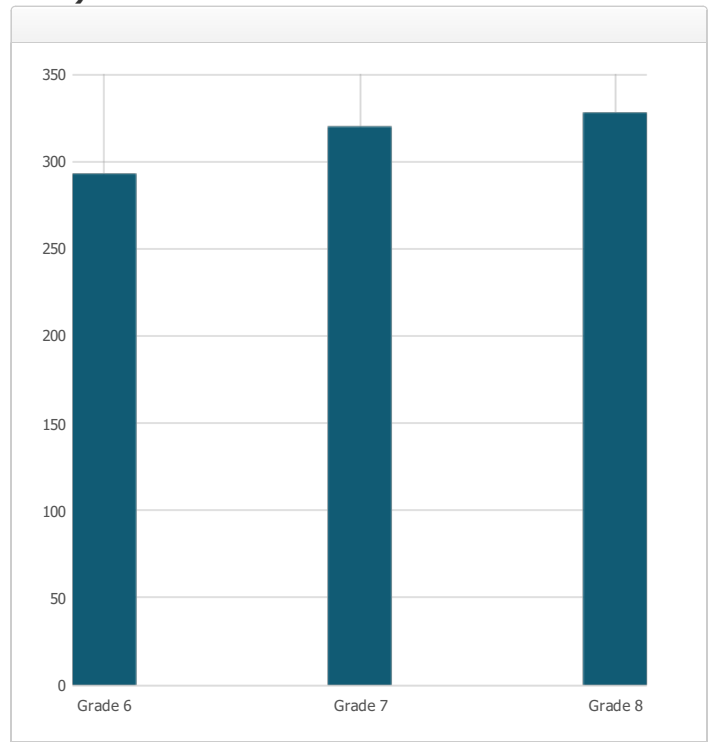
#### **As a school staff we will...**

- 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.

*Last updated: 12/23/2019*

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

Grade Level	Number of Students
Grade 6	293
Grade 7	320
Grade 8	328
Total Enrollment	941



Last updated: 12/20/2019

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

Student Group	Percent of Total Enrollment
Black or African American	4.90 %
American Indian or Alaska Native	0.20 %
Asian	0.20 %
Filipino	%
Hispanic or Latino	93.10 %
Native Hawaiian or Pacific Islander	0.50 %
White	0.50 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	97.20 %
English Learners	30.40 %
Students with Disabilities	12.20 %
Foster Youth	0.90 %
Homeless	0.20 %

## A. Conditions of Learning

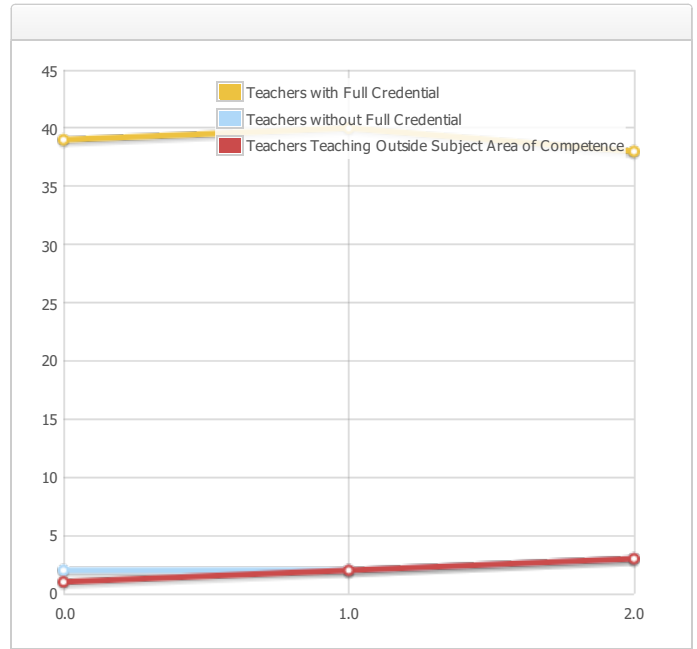
### State Priority: Basic

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

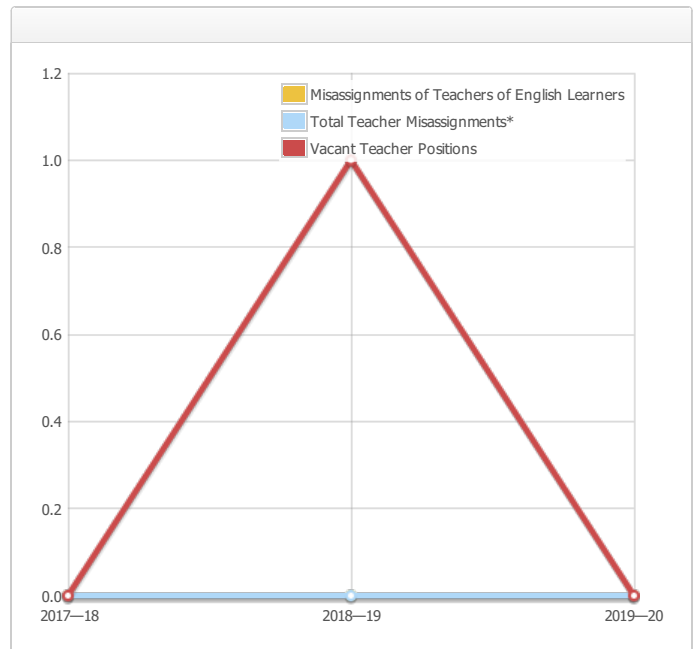
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	39	40	38	638
Without Full Credential	2	2	3	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	2	3	23



Last updated: 12/23/2019

#### 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	1	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: 12/23/2019

## 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	(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	Yes	0.00 %
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 (Pearson) Grade 8 Algebra 1 / 2014	Yes	0.00 %
Science	(McGraw-Hill) Grade 6 CA Inspire Science 6th Gr Unit 1-4 / 2019 (McGraw-Hill) Grade 7 CA Inspire Science 7th Gr Unit 1-4 / 2019 (McGraw-Hill) Grade 8 CA Inspire Science 8th Gr Unit 1-4 / 2019 (Glencoe/McGraw-Hill) Grade 7 Teen Health / 2008	Yes	0.00 %
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	0.00 %
Foreign Language	(Glencoe/McGraw-Hill) Grade 7-8 Como Te Va: Intro / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Como Te Va: Level A / 2009	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts	(Pearson Scott-Foresman) Grade 6 Art / 2009 (Pearson Scott-Foresman) Grade 7-8 Art / 2009 (Glencoe/McGraw-Hill) Grade 6 Experiencing Choral Music: Beginner Unison, 2-part/3-part / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Experiencing Choral Music: Intermediate Treble / 2009 (Glencoe/McGraw-Hill) Grade 7-8 Experiencing Choral Music: Intermediate Sight Singing / 2009 (Hal Leonard Corporation) Grade 6-8 Essential Elements / 2000	Yes	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

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## School Facility Conditions and Planned Improvements

Zamboni School is in good repair condition. Planned improvements include new two-story classroom building.

*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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Drain screens installed to help prevent mosquitoes.
<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	
<b>External:</b> 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
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*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)	39%	35%	41%	39%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	31%	27%	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: 12/23/2019*

**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	928	928	100.00%	0.00%	34.70%
Male	466	466	100.00%	0.00%	27.68%
Female	462	462	100.00%	0.00%	41.77%
Black or African American	44	44	100.00%	0.00%	27.27%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	866	866	100.00%	0.00%	34.87%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	905	905	100.00%	0.00%	34.36%
English Learners	471	471	100.00%	0.00%	20.81%
Students with Disabilities	120	120	100.00%	0.00%	2.50%
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	927	927	100.00%	0.00%	27.18%
Male	465	465	100.00%	0.00%	28.60%
Female	462	462	100.00%	0.00%	25.76%
Black or African American	44	44	100.00%	0.00%	18.18%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	865	865	100.00%	0.00%	27.40%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	904	904	100.00%	0.00%	26.88%
English Learners	471	471	100.00%	0.00%	14.86%
Students with Disabilities	120	120	100.00%	0.00%	5.83%
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**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: 1/2/2020*

# 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
7	23.40%	24.70%	28.10%

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)

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

*Last updated: 12/20/2019*

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	2.10%	1.70%	1.40%	3.70%	2.90%	2.60%	3.60%	3.50%	3.50%
Expulsions	0.10%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 12/20/2019*

## School Safety Plan (School Year 2019—20)

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: 12/20/2019*

## 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				
1				
2				
3				
4				
5				
6	29.00	6	48	7
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00	10	51	7
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				
1				
2				
3				
4				
5				
6	25.00	13	52	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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	23.00	15	17	
Mathematics	23.00	8	18	
Science	28.00	2	18	1
Social Science	26.00	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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	25.00	5	26	1
Mathematics	26.00	6	17	
Science	27.00	1	21	1
Social Science	27.00	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 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes * 1-22</b>	<b>Number of Classes * 23-32</b>	<b>Number of Classes * 33+</b>
English	26.00	5	25	3
Mathematics	26.00	1	23	
Science	28.00		23	
Social Science	31.00	1	13	7

\* 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: 12/23/2019*

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

Title	Ratio**
Counselors*	470.50

\*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: 12/23/2019*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	6.00
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: 12/23/2019*

**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	\$4142.35	\$375.49	\$3766.86	\$97206.63
District	N/A	N/A	--	\$84533.00
Percent Difference – School Site and District	N/A	N/A	64.03%	13.95%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	66.35%	16.93%

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

*Last updated: 12/23/2019*

**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.

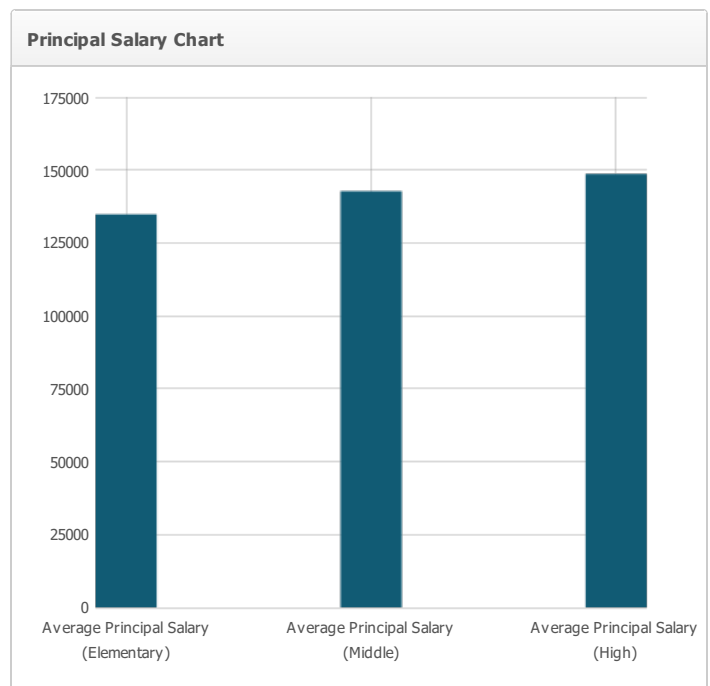
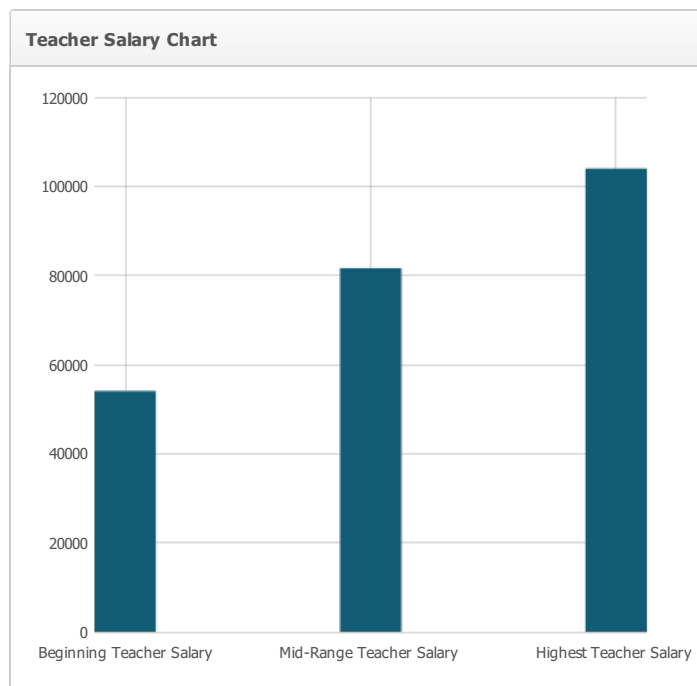
Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

*Last updated: 12/23/2019*

## 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: 12/23/2019

## Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	77	46	99

Last updated: 1/8/2020