Theodore Roosevelt Middle

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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Vivian Ekchian
Email Address	vekchian@gusd.net
Website	www.gusd.net

| School Contact Information (School Year 2019—20)	
School Name	Theodore Roosevelt Middle
Street	222 East Acacia Ave.
City, State, Zip	Glendale, Ca, 91206-2805
Phone Number	818-242-6845
Principal	Dr. Kyle Bruich, Principal
Email Address	kbruich@gusd.net
County-District-School (CDS) Code	19645686057715

Last updated: 12/29/2019

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

Roosevelt Middle School, a culturally rich diverse urban community of learners, is the bridge from elementary to high school that empowers students to channel their energy and vitality to become thinking, literate, caring, responsible and creatively expressive adolescents, capable and eager to achieve their full potential as life-long learners. We will achieve this through multi-dimensional learning experiences, in and out of school, in a highly personal, supportive and developmentally appropriate school climate fostering personal growth, intellectual development, cross-cultural understanding and cooperation, fully integrating all school, family, and community resources.

Last updated: 12/29/2019

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

Grade Level	Number of Students
Grade 6	115
Grade 7	323
Grade 8	318
Total Enrollment	756
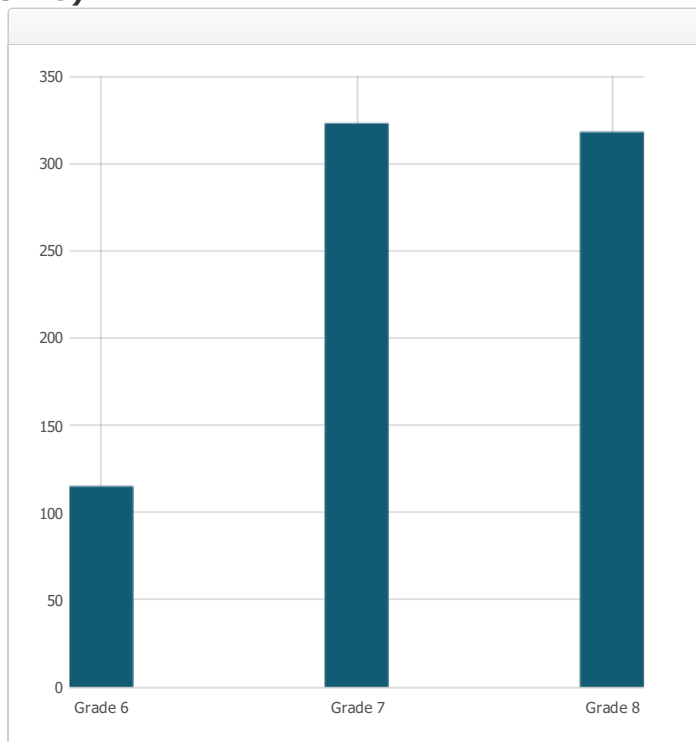
Last updated: 12/29/2019

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

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	%
Asian	2.60 %
Filipino	7.90 %
Hispanic or Latino	46.20 %
Native Hawaiian or Pacific Islander	%
White	41.30 %
Two or More Races	1.10 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.20 %
English Learners	27.40 %
Students with Disabilities	10.30 %
Foster Youth	0.30 %
Homeless	11.20 %

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	43	37	36	1143
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	5	5	6	63
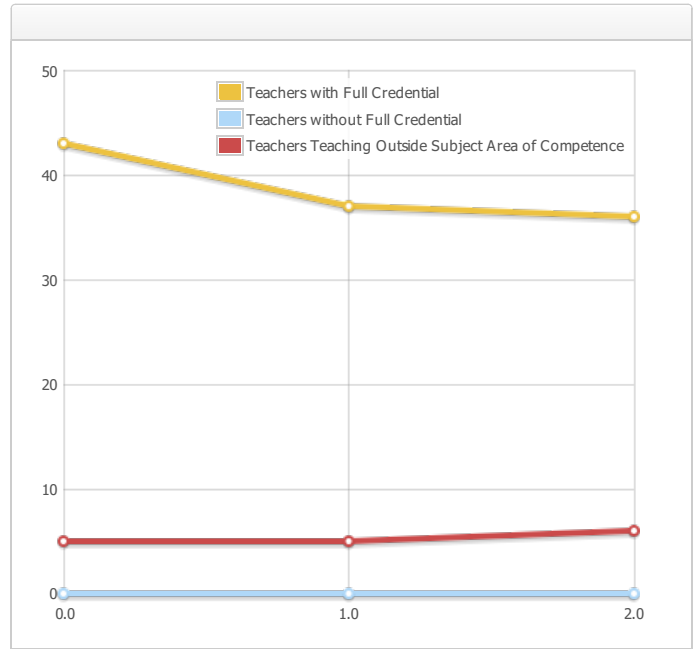
Last updated: 1/16/2020

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: 1/16/2020

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

Year and month in which the data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell – The Language of Literature 6, 7, 8/2003 McDougal Littell – Bridges to Litertature 6, 7, 8/2003 McDougal Littell – Lanuguage Network 6, 7, 8/2003	Yes	0.00 %
Mathematics	PEARSON enVision math 2.0 6th grade Vol 1 & 2/ 2018 PEARSON enVision math 2.0 7-th grade Vol 1 & 2/ 2018 PEARSON enVision math 2.0 Advanced 7-th grade Vol 1 & 2/ 2018 PEARSON enVision math 2.0 8-th grade Vol 1 & 2/ 2018 CPM Core Connections INTEGRATED 1/ 2018	Yes	0.00 %
Science	STEMscopes/2019	Yes	0.00 %
History-Social Science	McDougal Littell – Ancient Civilization/2006 McDougal Littell – Medieval & Early Modern Times/2006 McDougal Littell – Creating American: His of US:Beg-WWI/2006	Yes	0.00 %
Foreign Language	Santillana USA – En Espanol Libra de texto 7th y 8th /2017 McGraw Hill -- !Así se dice! Spanish 1 y Spanish 2 /2017	Yes	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: 1/13/2020

School Facility Conditions and Planned Improvements

Roosevelt Middle School, originally constructed in 1922, is currently situated on six acres and comprised of 50 classrooms, a library, a computer lab, a gymnasium, a fitness center, an auditorium, a cafeteria, an outdoor lunch court, administrative offices, a beautiful artificial turf field, and a playground with basketball courts. Measure K modernizations were completed in 2004 and included installation of campus-wide air conditioning, connecting all classrooms to the Internet, construction of a new science lab and nine modern science classrooms, and surfacing of the basketball courts. Additional, the administrative offices were refurbished with the main entrance moved to Acacia Avenue in order to improve student safety. Measure S modernization was completed in 2012. New Construction included a new building structure of 16 classrooms, student and staff restrooms, a new sports complex to include basketball courts, an upgraded artificial turf field, a track, and a bicycle spin room. All blacktop was removed and replaced with imprinted colored concrete. The exterior of the campus was completely repainted in August 2012. Locker Rooms were upgraded in 2018, including upgrades for ADA compliance and accessibility.

Roosevelt Middle School provides a safe a clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and rest rooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Last updated: 1/13/2020

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	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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	Good

Last updated: 12/31/2019

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)	51%	51%	63%	61%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33%	37%	53%	50%	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: 12/29/2019

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	744	717	96.37%		50.77%
Male	388	372	95.88%		40.86%
Female	356	345	96.91%		61.45%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	19	19	100%		73.68%
Filipino	57	57	100.00%		66.67%
Hispanic or Latino	343	337	98.25%		43.92%
Native Hawaiian or Pacific Islander					
White	309	288	93.20%		53.82%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	659	632	95.90%		48.73%
English Learners	370	345	93.24%		35.36%
Students with Disabilities	63	62	98.41%		8.06%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	95	83	87.37%	12.63%	37.35%

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: 12/29/2019

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	745	739	99.19%		36.59%
Male	389	385	98.97%		31.17%
Female	356	354	99.44%		42.49%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	19	19	100%		68.42%
Filipino	57	57	100.00%		47.37%
Hispanic or Latino	344	341	99.13%		27.57%
Native Hawaiian or Pacific Islander					
White	309	306	99.03%		41.97%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	660	654	99.09%		33.69%
English Learners	371	367	98.92%		23.16%
Students with Disabilities	63	62	98.41%		3.23%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--		
Homeless	95	93	97.89%	2.11%	13.98%

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: 12/29/2019

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: 12/29/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

The District Career Technical Education (CTE) programs have been developed to connect students to college and careers. CTE, comprised of 11 Industry Sectors and 25 pathways, provides students a wide range of courses to explore career opportunities. Career and Technical Education (CTE) prepares youth for a range of high-wage, high-skill and high-demand careers. A CTE pathway is a sequence of two or more CTE courses within a student's career interest. All CTE courses support the Common Core and CTE Model Curriculum Standards (MCS) and are adopted based on EDC § 51226. To ensure students are college, career and life ready, 99% of CTE courses are a-g approved by the UC A-G Management Portal. Learning rigorous academic skills, especially in English Language Arts and Mathematics, is an integral part of each CTE course outlines and competencies. The CTE department follows the 11 elements of a high quality CTE program and receives input from industry professionals through advisory committee meetings. The primary representatives for the district CTE advisory committee and the industry representatives on the committee are approved through the board of education and yearly advisory meetings are conducted by specific industry sectors. Industry partners help to ensure the continued relevance of CTE programs and build pipelines of skilled workers. CTE pathways provide students the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. With CTE, students gain knowledge, attitude and skills to succeed in post-secondary education and careers.

Last updated: 1/25/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	419
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

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	24.10%	21.90%	24.10%

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: 1/28/2020

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 can join our School Site Council (SSC), English Language Advisory Committee (ELAC), Monthly Coffee with the Principal meetings, and our PTSA. Parents and community members are encouraged to volunteer time at Roosevelt working with students or helping teachers. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences throughout the year. Parent classes are held at various times throughout the year.

State Priority: Pupil Engagement

Last updated: 1/13/2020

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	3.20%	9.70%
Graduation Rate	--	92.90%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	3.50%	3.00%	9.10%	9.60%
Graduation Rate	--	--	89.20%	89.80%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
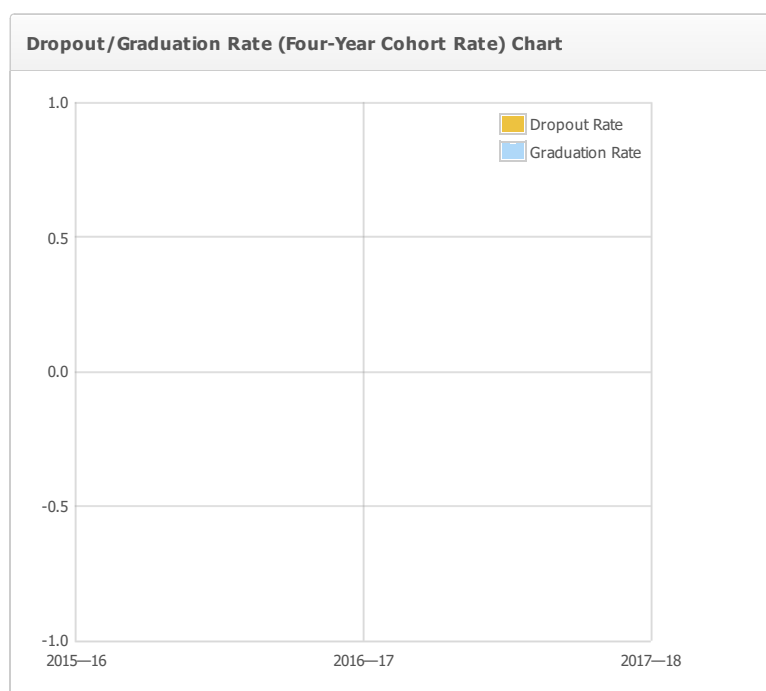
For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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	6.80%	3.50%	2.60%	2.60%	2.00%	2.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: *12/29/2019*

School Safety Plan (School Year 2019—20)

Safety of students and staff is a primary concern of Roosevelt Middle School. Administrators, teachers, parents, and campus supervisors monitor students at breaks, lunch, and before and after school. Our security team works with students during the day and a series of security cameras monitor our campus continuously 24 hours a day. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass that must be displayed at all times.

The School Site Safety Plan is evaluated and revised each spring by members of the site Safety Committee; all revisions are shared with staff members. Key elements of the plan include procedures for disaster response and safe ingress and egress from school as well as a sexual harassment policy and dress code policy. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. We share the plan with all staff during school wide staff meetings and with parents at Coffee with the Principal meetings and at School Site Council meetings. We practice fire, earthquake, and lockdown drills at least four times a year and staff attends training on emergency preparedness each year. The Principal has received certification in CERT (Community Emergency Response Teams)

Last updated: *1/13/2020*

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	25.00	7	11	9
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	20.00	13	8	2
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	28.00	5	3	8
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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	25	7	5
Mathematics	25.00	9	9	8
Science	25.00	6	12	8
Social Science	24.00	9	14	4

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	22.00	19	9	7
Mathematics	23.00	10	14	3
Science	25.00	5	15	5
Social Science	22.00	10	18	

* 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)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	13	17	4
Mathematics	27.00	6	10	8
Science	27.00	4	14	6
Social Science	22.00	12	15	1

* 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: 12/29/2019

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

Title	Ratio**
Counselors*	378.00

*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: 12/29/2019

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	
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.10
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: 1/16/2020

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	$8979.00	$1530.00	$7449.00	$82530.00
District	N/A	N/A	$5998.00	$84419.00
Percent Difference – School Site and District	N/A	N/A	21.58%	-2.26%
State	N/A	N/A	$7506.64	$82403.00
Percent Difference – School Site and State	N/A	N/A	-0.77%	0.15%

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

Last updated: 1/26/2020

## Types of Services Funded (Fiscal Year 2018—19)

A combination of state and federal funding is used to cover all aspects of our instructional program. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/13/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,718	$48,612
Mid-Range Teacher Salary	$74,790	$74,676
Highest Teacher Salary	$103,874	$99,791
Average Principal Salary (Elementary)	$124,470	$125,830
Average Principal Salary (Middle)	$136,644	$131,167
Average Principal Salary (High)	$149,424	$144,822
Superintendent Salary	$255,000	$275,796
Percent of Budget for Teacher Salaries	37.00%	34.00%
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/ .

Teacher Salary Chart

Principal Salary Chart
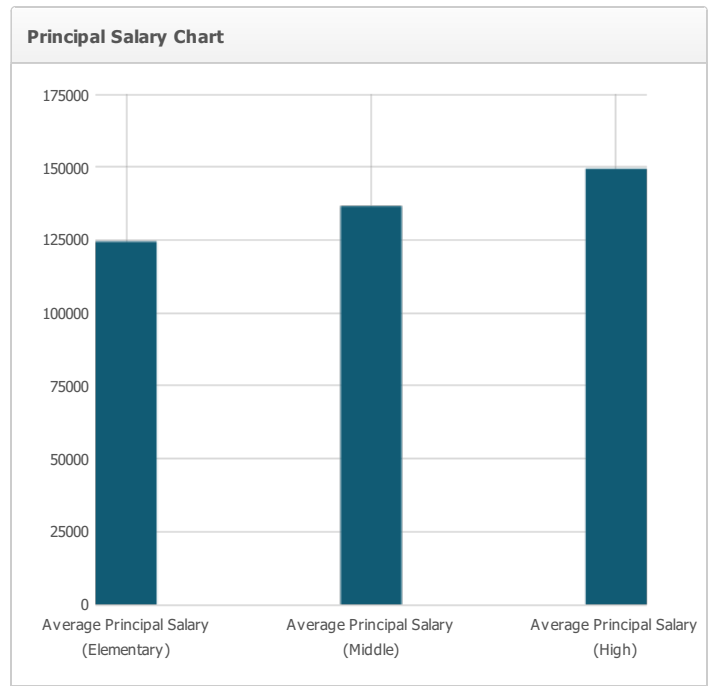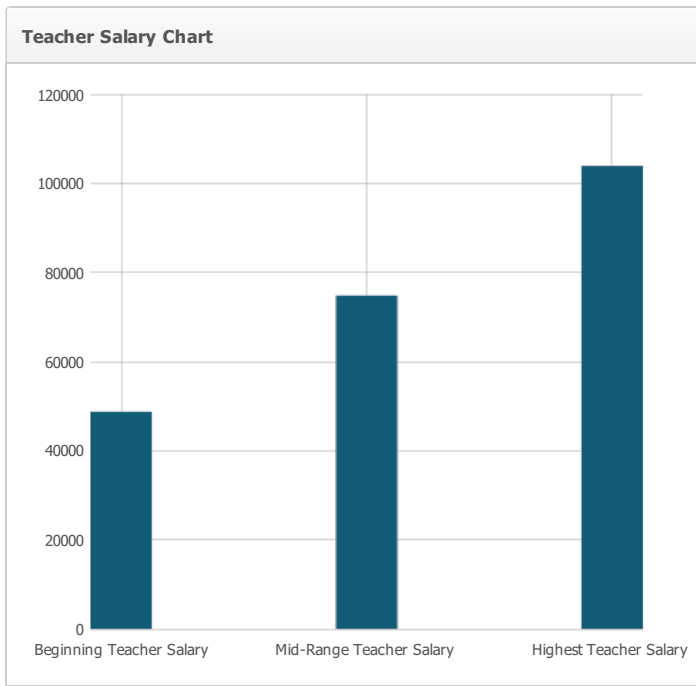
Last updated: 12/29/2019

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/29/2019

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	32

Last updated: 1/13/2020