Rosemont Middle

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 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 http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Dr. Cynthia Livingston, Principal

📍 Principal, Rosemont Middle

About Our School

Contact

Rosemont Middle
4725 Rosemont Ave.
La Crescenta, CA 91214-3146

Phone: 818-248-4224
E-mail: clivingston@gusd.net

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year

District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Marc Winger
E-mail Address	mwinger@gusd.net
Web Site	www.gusd.net

School Contact Information - Most Recent Year

|	
School Name	Rosemont Middle
Street	4725 Rosemont Ave.
City, State, Zip	La Crescenta, Ca, 91214-3146
Phone Number	818-248-4224
Principal	Dr. Cynthia Livingston, Principal
E-mail Address	clivingston@gusd.net
County-District-School (CDS) Code	19645686061303

Last updated: 1/5/2016

School Description and Mission Statement - Most Recent Year

The goal of Rosemont Middle School, in partnership with family and community, is to maximize individual academic excellence and develop the individual's physical, social and emotional potential through a positive, respectful, caring atmosphere and broadbased curricular and co-curricular program. It is the commitment of the Rosemont partnership (school, family and community) to educate the whole child according to Rosemont's motto, "Honor, Excellence and Pride" through identifying, prioritizing and implementing the following core values: excellence in teaching; lifelong learning for all; a safe nurturing environment; responsibility and accountability for students, parents, staff and community; relationships based on respect, trust, integrity and service; and the principles that enable our country to respect differences and maintain common beliefs.

Last updated: 1/5/2016

## Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	651
Grade 8	618
Total Enrollment	1269
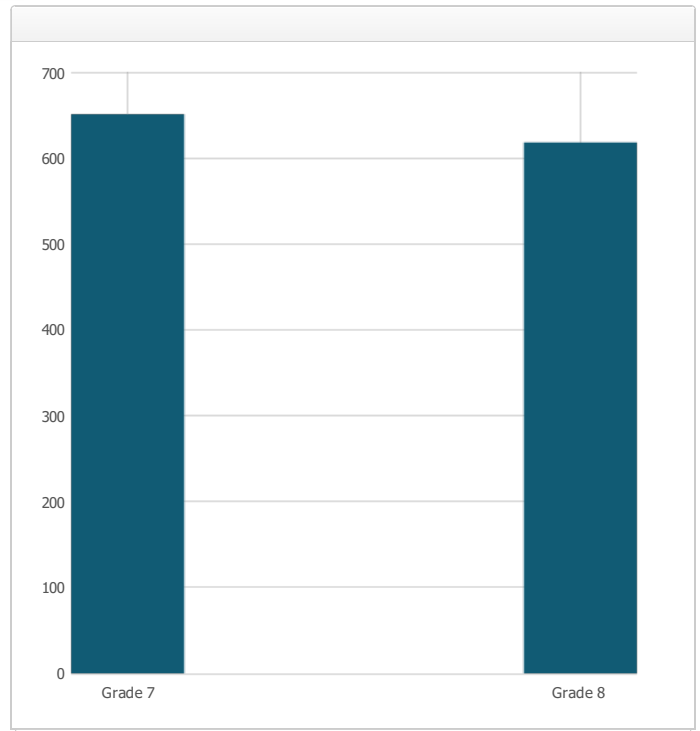
Last updated: 1/5/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.5 %
Asian	27.0 %
Filipino	3.8 %
Hispanic or Latino	11.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	55.3 %
Two or More Races	1.3 %
Socioeconomically Disadvantaged	20.4 %
English Learners	5.4 %
Students with Disabilities	8.7 %
Foster Youth	0.1 %
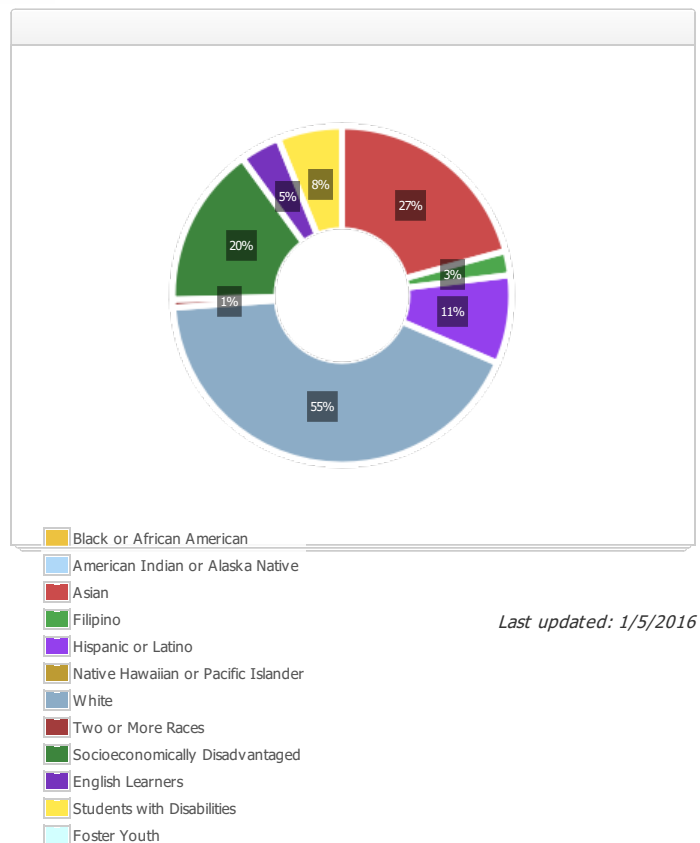
Last updated: 1/5/2016

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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	47	47	47	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65
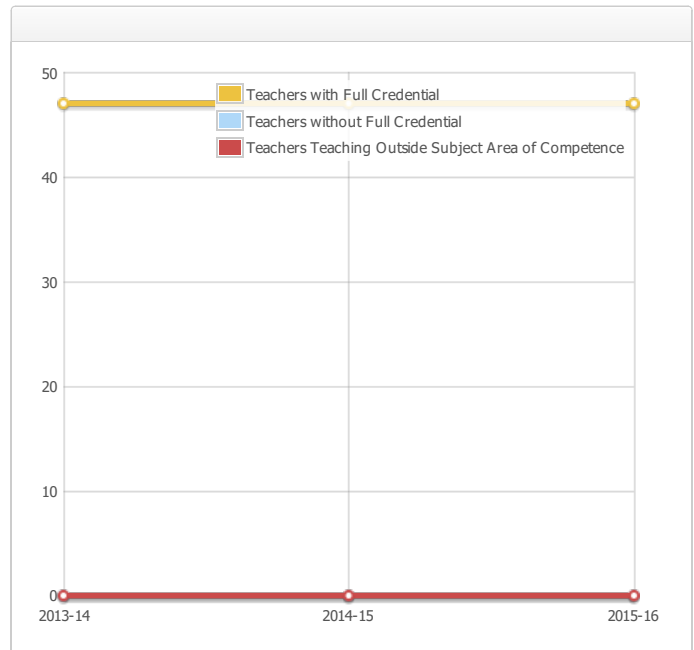
Last updated: 1/5/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
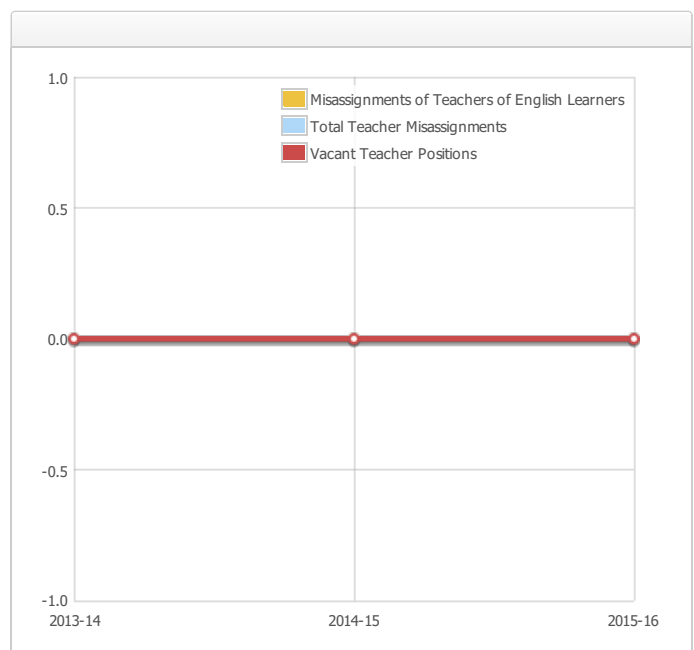
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/5/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	1.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	McDougal Littell - Math, Course 2/2008 McDougal Littell - Algebra Readiness/2008	Yes	0.0 %
Science	MacMillan McGraw-Hill - California Earth Science/2007 Prentice Hall - California Life Science/2007 Prentice Hall - California Physical Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - World History: Ancient Civilizations/2006 McDougal Littell - World History: Medieval & Early Modern Times/2006 McDougal Littell - Creating America: Beginnings through WWI/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Rosemont provides a safe and clean environment for students, staff, and volunteers.

Rosemont was originally constructed in 1954 and recently underwent a major renovation. We upgraded the main building, made the campus fully accessible for the handicapped, retrofitted it for earthquakes, installed computer and technology access, installed new plumbing and electricity, and built a new six-classroom building. There are three large outside athletic areas plus a gymnasium.

A joint effort between the students and the staff helps keep the campus clean and litter free. The principal works daily with the custodial staff to develop sanitation schedules and ensure a clean, safe, and functional learning environment.

Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms, food service areas and restrooms. The facility is maintained by two custodians during the day and five and a half custodians at night. It is immaculate and is the pride of the community. Every classroom is cleaned daily and rest rooms are sanitized.

Last updated: 1/5/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	missing or crakced floor tiles paint and patch walls
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	toilet leaking in girls' restroom
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	cracked window, 2 doors need to be replace, paint 3 doors, window handle broken

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

	Percent of Students Meeting or Exceeding the State Standards		
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	65.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	642	640	99.7%	11.0%	16.0%	47.0%	25.0%
Male	642	308	48.0%	16.0%	18.0%	46.0%	20.0%
Female	642	332	51.7%	7.0%	14.0%	48.0%	30.0%
Black or African American	642	5	0.8%	--	--	--	--
American Indian or Alaska Native	642	3	0.5%	--	--	--	--
Asian	642	176	27.4%	8.0%	9.0%	48.0%	35.0%
Filipino	642	21	3.3%	14.0%	19.0%	33.0%	33.0%
Hispanic or Latino	642	77	12.0%	19.0%	16.0%	48.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	642	347	54.0%	12.0%	19.0%	46.0%	22.0%
Two or More Races	642	11	1.7%	0.0%	27.0%	45.0%	27.0%
Socioeconomically Disadvantaged	642	128	19.9%	27.0%	16.0%	42.0%	14.0%
English Learners	642	33	5.1%	45.0%	30.0%	21.0%	3.0%
Students with Disabilities	642	39	6.1%	69.0%	10.0%	13.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	626	618	98.7%	8.0%	17.0%	44.0%	30.0%
Male	626	318	50.8%	12.0%	20.0%	47.0%	21.0%
Female	626	300	47.9%	4.0%	15.0%	42.0%	39.0%
Black or African American	626	3	0.5%	--	--	--	--
American Indian or Alaska Native	626	2	0.3%	--	--	--	--
Asian	626	168	26.8%	4.0%	9.0%	53.0%	35.0%
Filipino	626	27	4.3%	7.0%	11.0%	37.0%	44.0%
Hispanic or Latino	626	63	10.1%	14.0%	27.0%	43.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	626	350	55.9%	9.0%	21.0%	41.0%	28.0%
Two or More Races	626	5	0.8%	--	--	--	--
Socioeconomically Disadvantaged	626	124	19.8%	16.0%	23.0%	48.0%	13.0%
English Learners	626	35	5.6%	20.0%	34.0%	34.0%	11.0%
Students with Disabilities	626	58	9.3%	41.0%	41.0%	16.0%	2.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	642	640	99.7%	9.0%	20.0%	30.0%	41.0%
Male	642	308	48.0%	9.0%	20.0%	27.0%	44.0%
Female	642	332	51.7%	8.0%	20.0%	34.0%	38.0%
Black or African American	642	5	0.8%	--	--	--	--
American Indian or Alaska Native	642	3	0.5%	--	--	--	--
Asian	642	176	27.4%	3.0%	6.0%	31.0%	61.0%
Filipino	642	21	3.3%	19.0%	10.0%	33.0%	38.0%
Hispanic or Latino	642	77	12.0%	16.0%	26.0%	32.0%	26.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	642	347	54.0%	9.0%	27.0%	30.0%	34.0%
Two or More Races	642	11	1.7%	18.0%	18.0%	18.0%	45.0%
Socioeconomically Disadvantaged	642	128	19.9%	18.0%	26.0%	27.0%	29.0%
English Learners	642	33	5.1%	15.0%	42.0%	21.0%	21.0%
Students with Disabilities	642	39	6.1%	56.0%	26.0%	13.0%	5.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	626	619	98.9%	17.0%	24.0%	28.0%	31.0%
Male	626	319	51.0%	20.0%	26.0%	25.0%	29.0%
Female	626	300	47.9%	13.0%	22.0%	31.0%	34.0%
Black or African American	626	3	0.5%	--	--	--	--
American Indian or Alaska Native	626	2	0.3%	--	--	--	--
Asian	626	168	26.8%	4.0%	15.0%	35.0%	47.0%
Filipino	626	27	4.3%	19.0%	19.0%	26.0%	37.0%
Hispanic or Latino	626	63	10.1%	33.0%	35.0%	19.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	626	351	56.1%	20.0%	27.0%	26.0%	27.0%
Two or More Races	626	5	0.8%	--	--	--	--
Socioeconomically Disadvantaged	626	125	20.0%	27.0%	29.0%	27.0%	16.0%
English Learners	626	35	5.6%	23.0%	31.0%	23.0%	23.0%
Students with Disabilities	626	58	9.3%	64.0%	26.0%	3.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/5/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	89.0%	91.0%	86.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	86.0%
Male	88.0%
Female	85.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	95.0%
Filipino	92.0%
Hispanic or Latino	80.0%
Native Hawaiian or Pacific Islander	--
White	82.0%
Two or More Races	--
Socioeconomically Disadvantaged	80.0%
English Learners	71.0%
Students with Disabilities	49.0%
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/5/2016

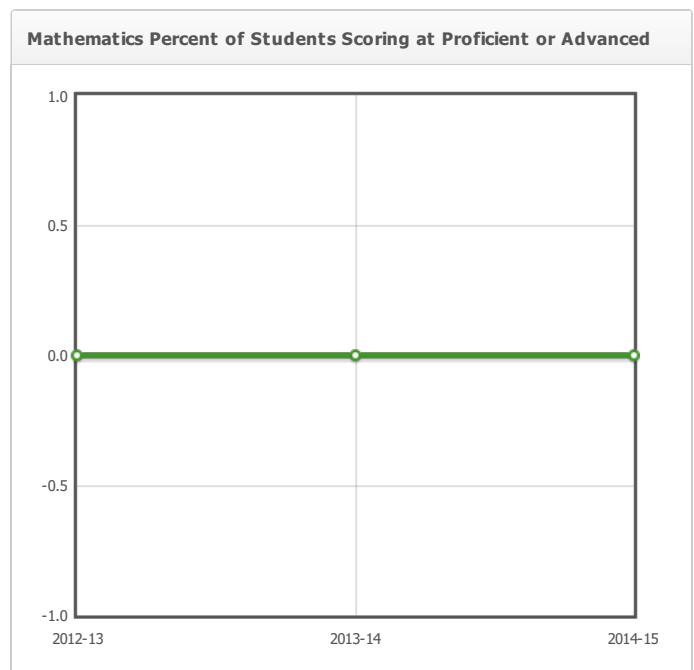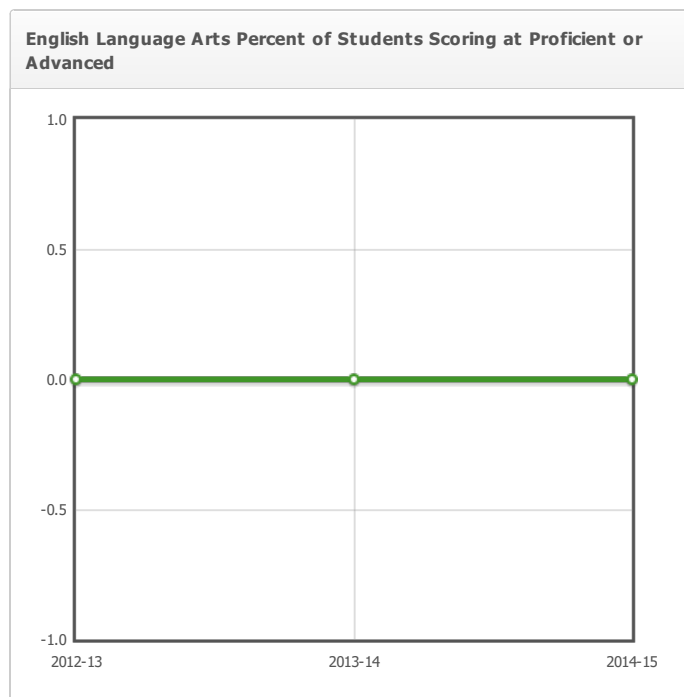# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

English Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 1/5/2016

California Physical Fitness Test Results (School Year 2014-15)

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.9%	20.8%	52.8%

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: 1/5/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

Parents are active members of our School Site Council, which works with administration to help make financial decisions. Parents of English learners are vital to our English Language Advisory Committee (ELAC) and are active participants in our workshops to build parenting skills that support their children's learning. Parents chaperone on field trips and dances, work in the library, maintain our Web site, publish our monthly parent newsletter, and support teachers in a variety ways. The Parent Teacher Association (PTA) sponsors parent-information workshops and supports student learning through field trips and assemblies. We ask all parents to attend Back-to-School Night in the fall and Open House in the spring. Parents were invited to participate on the Glendale Unified School District Local Control Accountability Plan (LCAP) Committee helping guide the district for our future areas of focus. We always need new volunteers!

State Priority: Pupil Engagement

Last updated: 1/5/2016

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)

	School			District			State		
Indicator	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**
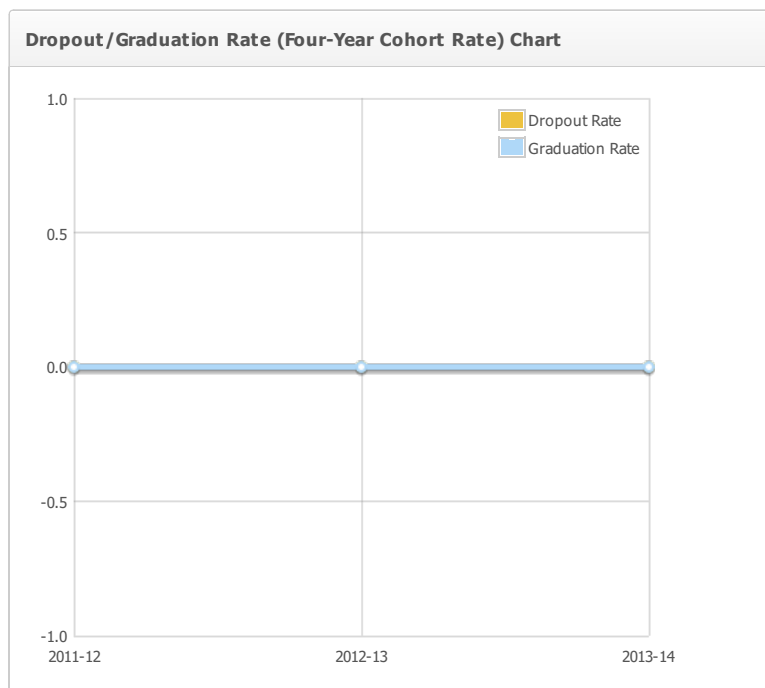
State Priority: School Climate

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			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.3	1.9	1.5	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
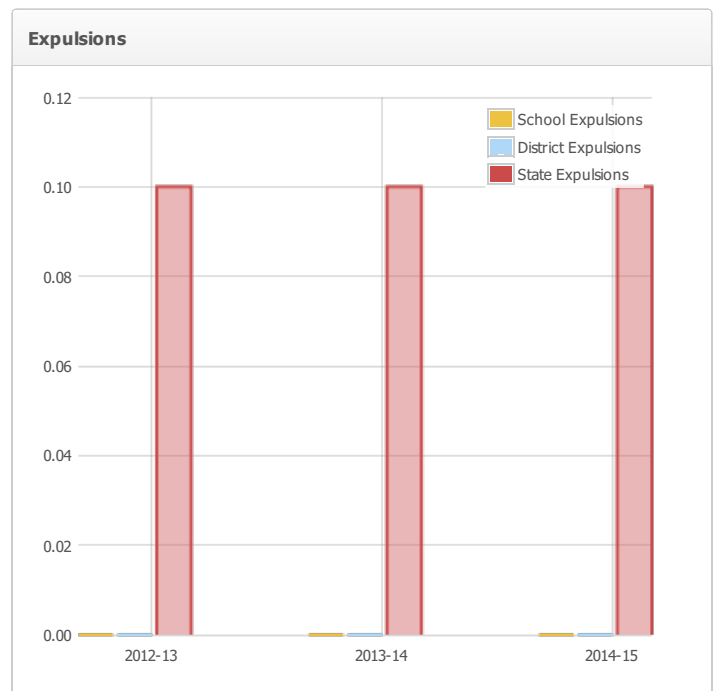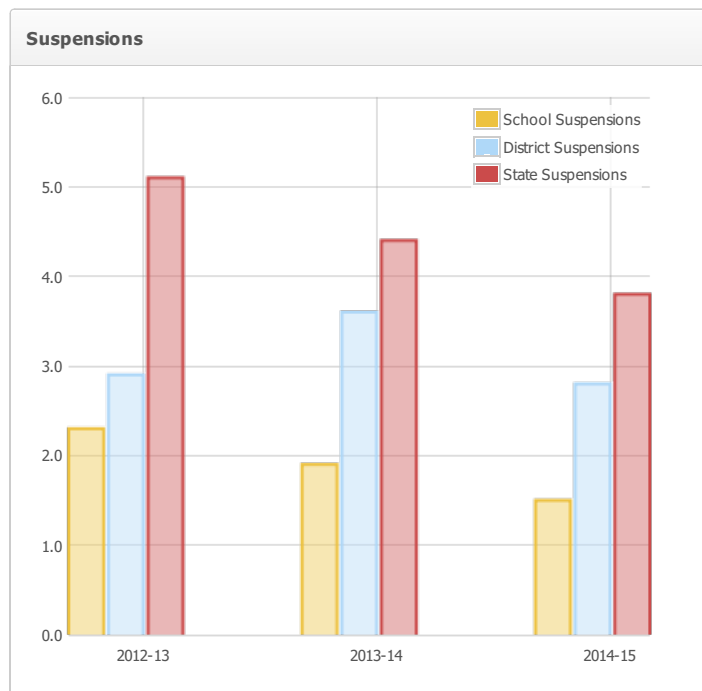
School Safety Plan - Most Recent Year

Safety of students and staff is a primary concern of Rosemont Middle School. Administrators, teachers, instructional assistants, and parent volunteers supervise students at snack, lunch, and before and after school. Teachers regularly review the rules for safe, responsible behavior. We have a fully fenced, closed campus. Visitors must enter the school through the main door and sign in at the front desk in the office. They are given a visitor's badge and required to wear it while on campus.

We revise our School Safety Plan annually; it was revised and approved by our School Site Council in January of 2014. The Plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site (www.rosemontweb.org) and in the school office. We share the plan with all staff during a school wide staff meeting. We practice fire drills each month and earthquake drills three times a year, plus we hold workshops for staff on emergency preparedness annually.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

Average Class Size and Class Size Distribution (Secondary)

| | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	27.0	12	18	19	28.0	11	8	27	28.0	9	21	17
Mathematics	26.0	10	27	11	27.0	8	27	10	29.0	6	22	16
Science	30.0	5	10	26	32.0	4	3	31	31.0	4	8	29
Social Science	31.0	4	7	29	30.0	4	13	23	31.0	4	13	24

* 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: 1/5/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	600.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other		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: 1/15/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$5461.0	$574.0	$4887.0	$83644.0
District	N/A	N/A	$4832.0	$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	$5348.0	$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/5/2016

## Types of Services Funded (Fiscal Year 2014-15)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher Association (PTA) is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhances programs in visual and performing arts, science and technology, and health and fitness

Last updated: 1/5/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$43,165
Mid-Range Teacher Salary	$67,125	$68,574
Highest Teacher Salary	$90,802	$89,146
Average Principal Salary (Elementary)	$109,834	$111,129
Average Principal Salary (Middle)	$121,635	$116,569
Average Principal Salary (High)	$131,723	$127,448
Superintendent Salary	$259,000	$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
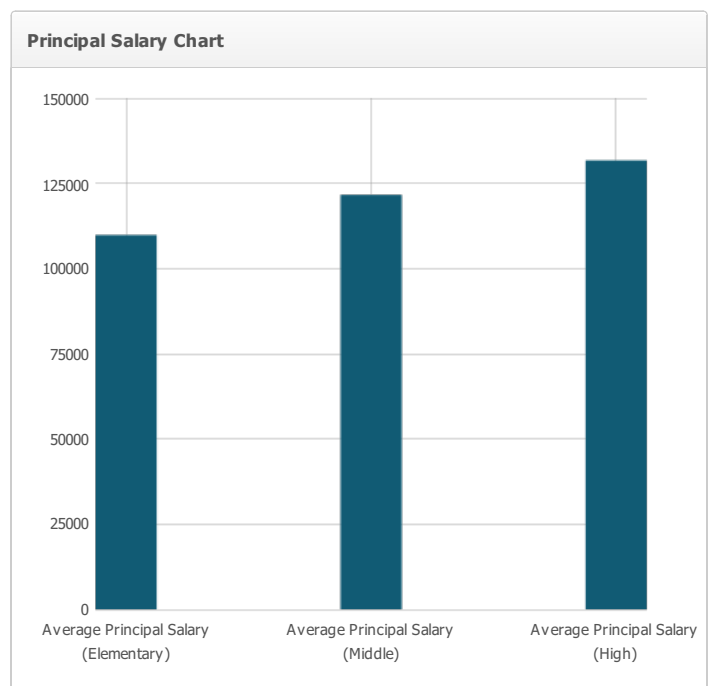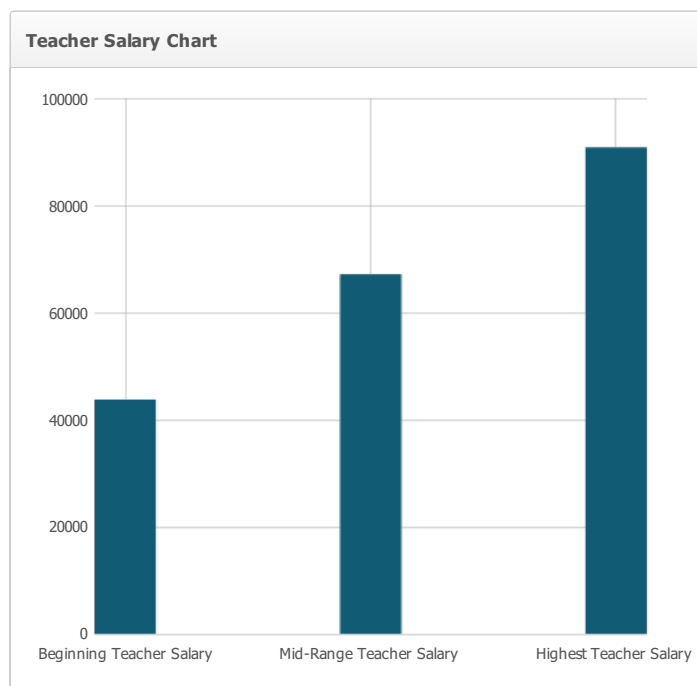
Last updated: 1/5/2016

Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

Last updated: 1/25/2016