

## Rosemont Middle

### California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/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](#) 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 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
<b>District Name</b>	Glendale Unified	<b>School Name</b>	Rosemont Middle
<b>Phone Number</b>	(818) 241-3111	<b>Street</b>	4725 Rosemont Ave.
<b>Superintendent</b>	Winfred Roberson	<b>City, State, Zip</b>	La Crescenta, Ca, 91214-3146
<b>E-mail Address</b>	<a href="mailto:wroberson@gusd.net">wroberson@gusd.net</a>	<b>Phone Number</b>	818-248-4224
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>	<b>Principal</b>	Dr. Cynthia Livingston, Principal
		<b>E-mail Address</b>	<a href="mailto:clivingston@gusd.net">clivingston@gusd.net</a>
		<b>County-District-School (CDS) Code</b>	19645686061303

*Last updated: 1/19/2017*

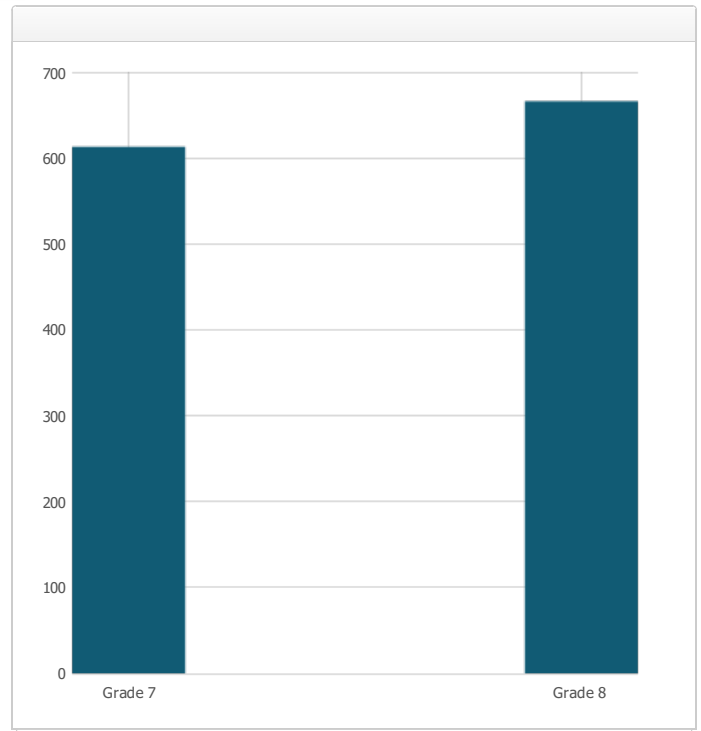
### School Description and Mission Statement (School Year 2016-17)

Rosemont Middle School is a community that provides a safe, respectful, positive school environment, and promotes academic success and social/emotional development for all student.

*Last updated: 1/19/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	613
Grade 8	666
Total Enrollment	1279



Last updated: 1/19/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	0.4 %
Asian	26.7 %
Filipino	3.4 %
Hispanic or Latino	13.4 %
Native Hawaiian or Pacific Islander	0.1 %
White	52.7 %
Two or More Races	2.4 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	19.0 %
English Learners	7.1 %
Students with Disabilities	8.7 %
Foster Youth	0.1 %

Last updated: 1/19/2017

## A. Conditions of Learning

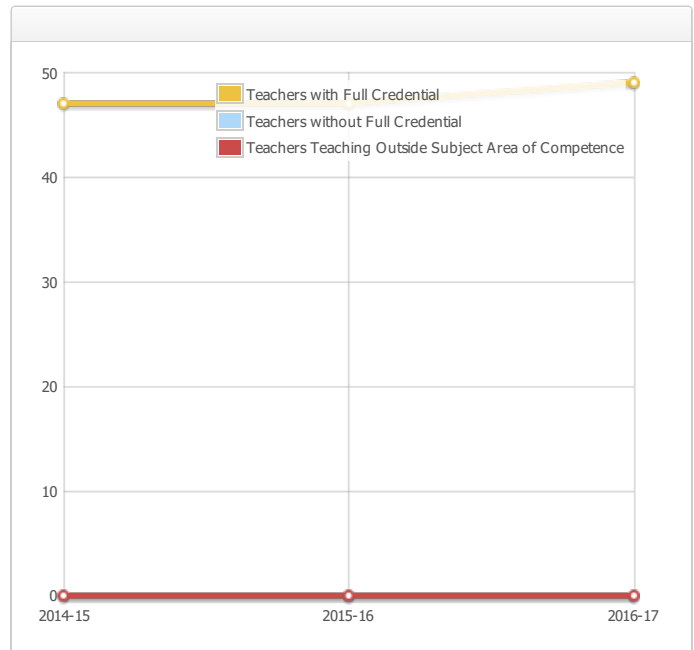
### State Priority: Basic

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

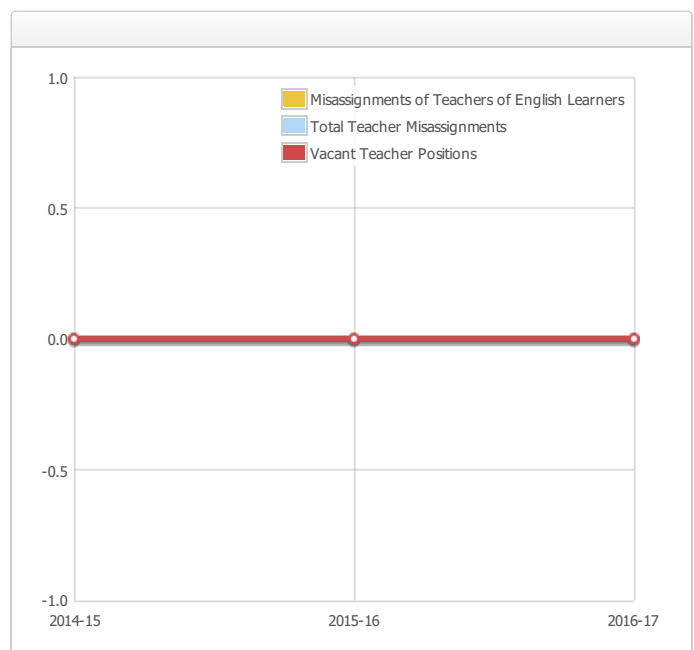
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	47	47	49	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
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.

*Last updated: 1/24/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

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	"GEMS" GUSD Open Source Math Curriculum/2015 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 American: Beginnings through WWI/2008	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
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: 1/19/2017*

## School Facility Conditions and Planned Improvements

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 administration 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: 1/19/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

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	Centerfield ground needs resurfacing

## Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Exemplary
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*Last updated: 1/19/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	73.0%	73.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	65.0%	69.0%	49.0%	51.0%	34.0%	36.0%

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.

*Last updated: 1/19/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	622	616	99.0%	73.9%
Male	325	324	99.7%	67.9%
Female	297	292	98.3%	80.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	166	163	98.2%	89.0%
Filipino	22	22	100.0%	77.3%
Hispanic or Latino	91	91	100.0%	62.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	316	314	99.4%	68.8%
Two or More Races	17	16	94.1%	87.5%
Socioeconomically Disadvantaged	130	130	100.0%	56.2%
English Learners	21	20	95.2%	25.0%
Students with Disabilities	57	57	100.0%	22.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/19/2017*



**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	662	656	99.1%	71.3%
Male	317	316	99.7%	62.2%
Female	345	340	98.6%	79.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	176	175	99.4%	79.4%
Filipino	22	22	100.0%	59.1%
Hispanic or Latino	86	86	100.0%	65.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	352	98.9%	69.0%
Two or More Races	14	13	92.9%	76.9%
Socioeconomically Disadvantaged	132	131	99.2%	50.4%
English Learners	22	21	95.5%	19.1%
Students with Disabilities	47	46	97.9%	21.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/19/2017*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	622	616	99.0%	67.2%
Male	325	324	99.7%	66.1%
Female	297	292	98.3%	68.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	166	163	98.2%	88.3%
Filipino	22	22	100.0%	77.3%
Hispanic or Latino	91	91	100.0%	52.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	316	314	99.4%	59.6%
Two or More Races	17	16	94.1%	81.3%
Socioeconomically Disadvantaged	130	130	100.0%	50.0%
English Learners	21	20	95.2%	35.0%
Students with Disabilities	57	57	100.0%	22.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/19/2017*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	662	656	99.1%	70.5%
Male	317	316	99.7%	66.1%
Female	345	340	98.6%	74.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	176	175	99.4%	85.1%
Filipino	22	22	100.0%	68.2%
Hispanic or Latino	86	86	100.0%	55.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	352	98.9%	68.1%
Two or More Races	14	13	92.9%	61.5%
Socioeconomically Disadvantaged	132	131	99.2%	50.8%
English Learners	22	21	95.5%	47.6%
Students with Disabilities	47	46	97.9%	18.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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: 1/19/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91.0%	86.0%	91.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/19/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	662	652	98.5%	91.1%
Male	317	312	98.4%	91.0%
Female	345	340	98.6%	91.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	176	174	98.9%	96.6%
Filipino	22	22	100.0%	86.4%
Hispanic or Latino	86	85	98.8%	83.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	356	350	98.3%	90.9%
Two or More Races	14	13	92.9%	84.6%
Socioeconomically Disadvantaged	132	130	98.5%	82.3%
English Learners	22	21	95.5%	81.0%
Students with Disabilities	47	46	97.9%	56.5%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/19/2017*

# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.5%	22.6%	43.9%

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: 1/19/2017*

## 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 (School Year 2016-17)

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, maintain our Web site, publish our monthly parent newsletter, and support teachers in a variety of 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: 1/19/2017*

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

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

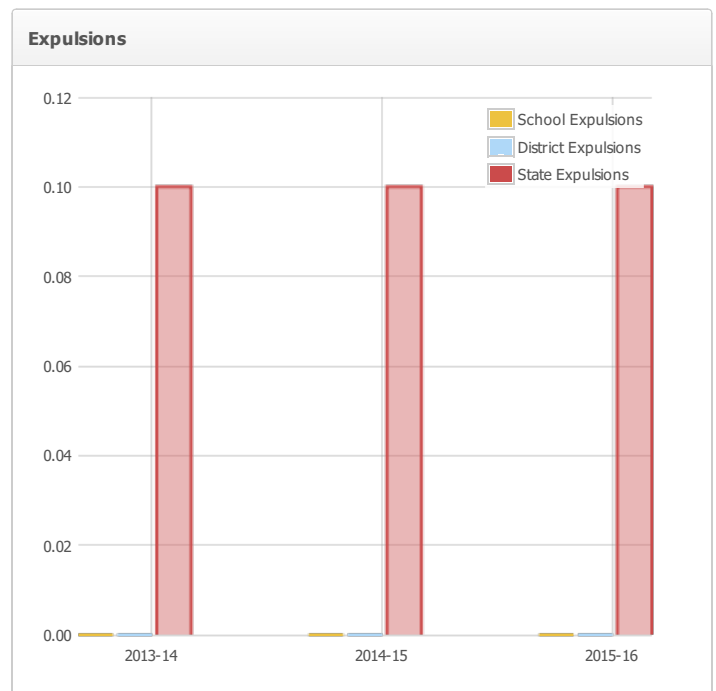
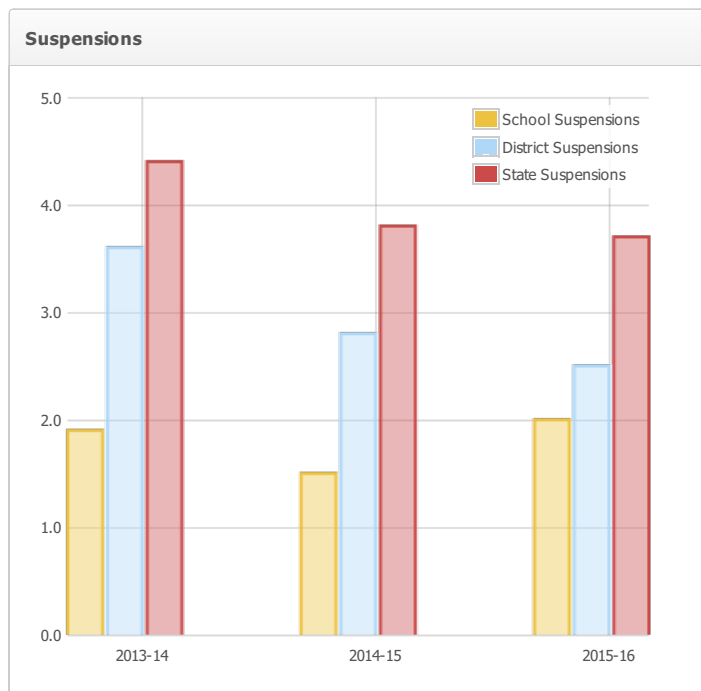
# State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	1.5	2.0	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2017

## School Safety Plan (School Year 2016-17)

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 2016. 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](http://www.rosemontweb.org)) and in the school office. We share the plan with all staff during a school wide staff meeting. We practice disaster drills quarterly, plus we hold workshops for staff on emergency preparedness annually.

Last updated: 1/19/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

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	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

*Last updated: 1/19/2017*



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	11	8	27	28.0	9	21	17	28.0	27	21	16
Mathematics	27.0	8	27	10	29.0	6	22	16	29.4	20	26	8
Science	32.0	4	3	31	31.0	4	8	29	31.2	8	12	26
Social Science	30.0	4	13	23	31.0	4	13	24	31.0	7	17	21

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

Last updated: 2/1/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

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: 1/19/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6107.0	\$663.0	\$5443.0	\$94509.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	-0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/19/2017

## Types of Services Funded (Fiscal Year 2015-16)

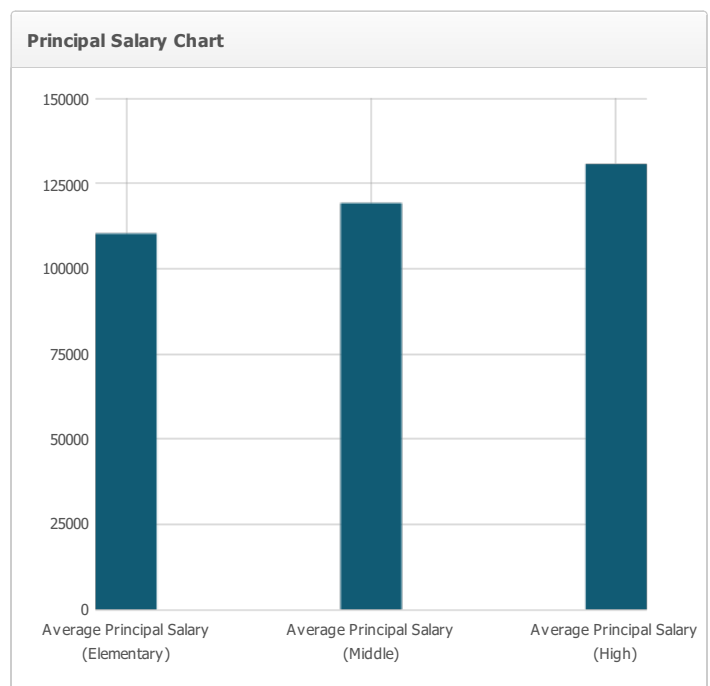
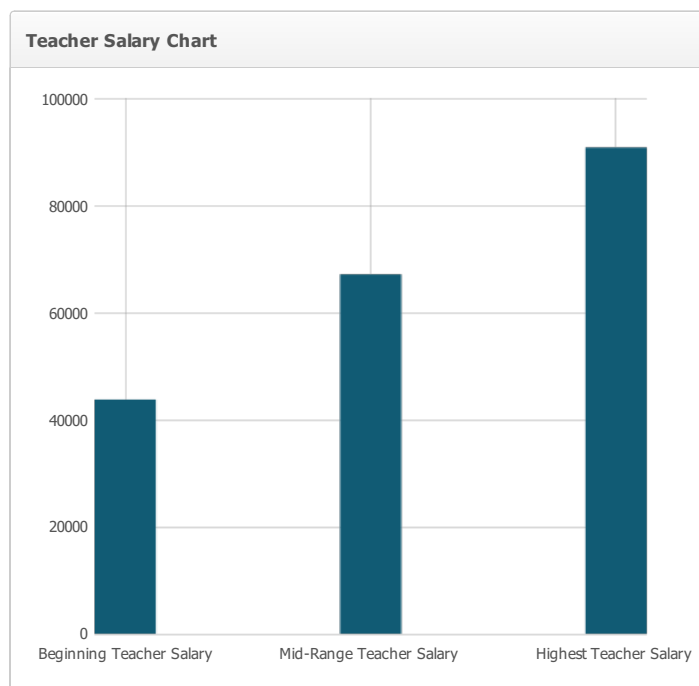
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher Association (PTA) and is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation,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

Last updated: 1/19/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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/>.



Last updated: 1/19/2017

## Professional Development

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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: 1/19/2017*