

Eleanor J. Toll Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 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 <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 2017-18)

| District Contact Information (School Year 2017-18) | |
|--|--|
| District Name | Glendale Unified |
| Phone Number | (818) 241-3111 |
| Superintendent | Winfred Roberson |
| E-mail Address | wroberson@gusd.net |
| Web Site | www.gusd.net |

| School Contact Information (School Year 2017-18) | |
|--|--|
| School Name | Eleanor J. Toll Middle |
| Street | 700 Glenwood Rd. |
| City, State, Zip | Glendale, Ca, 91202-1524 |
| Phone Number | 818-244-8414 |
| Principal | Dr. Thomas Crowther, Principal |
| E-mail Address | tcrowther@gusd.net |
| County-District-School (CDS) Code | 19645686057723 |

Last updated: 12/21/2017

School Description and Mission Statement (School Year 2017-18)

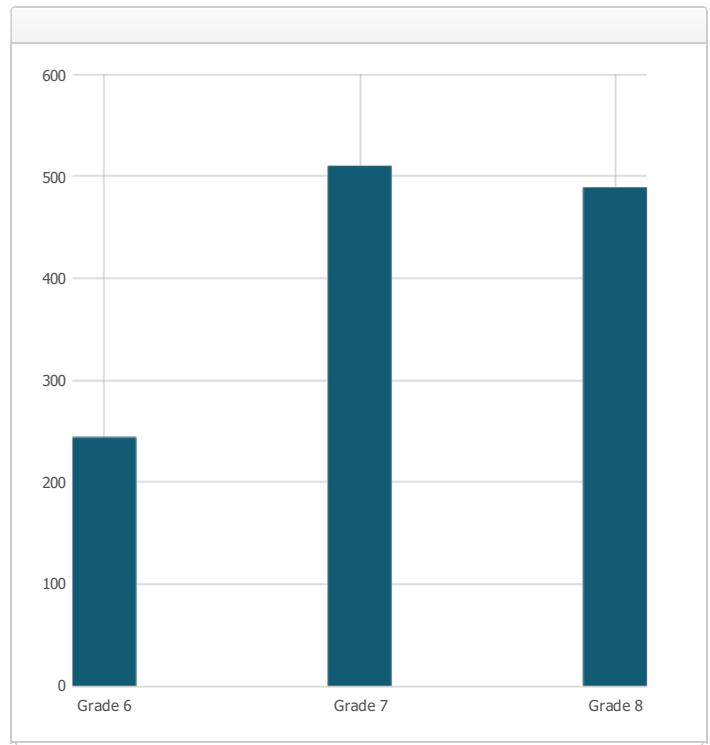
Eleanor J. Toll Middle School is an inclusive community of students, educators and families that exercises the values of success, respect, cleanliness, punctuality and service to become compassionate and productive individuals at school and in society.

Toll is a 6th - 8th grade middle school of 1248 students, located in Glendale Unified School District.

Last updated: 12/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 244 |
| Grade 7 | 510 |
| Grade 8 | 489 |
| Total Enrollment | 1243 |



Last updated: 12/21/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.2 % |
| American Indian or Alaska Native | 0.1 % |
| Asian | 7.9 % |
| Filipino | 6.4 % |
| Hispanic or Latino | 19.3 % |
| Native Hawaiian or Pacific Islander | 0.1 % |
| White | 63.6 % |
| Two or More Races | 1.4 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 62.4 % |
| English Learners | 12.6 % |
| Students with Disabilities | 8.2 % |
| Foster Youth | 0.2 % |

Last updated: 12/21/2017

A. Conditions of Learning

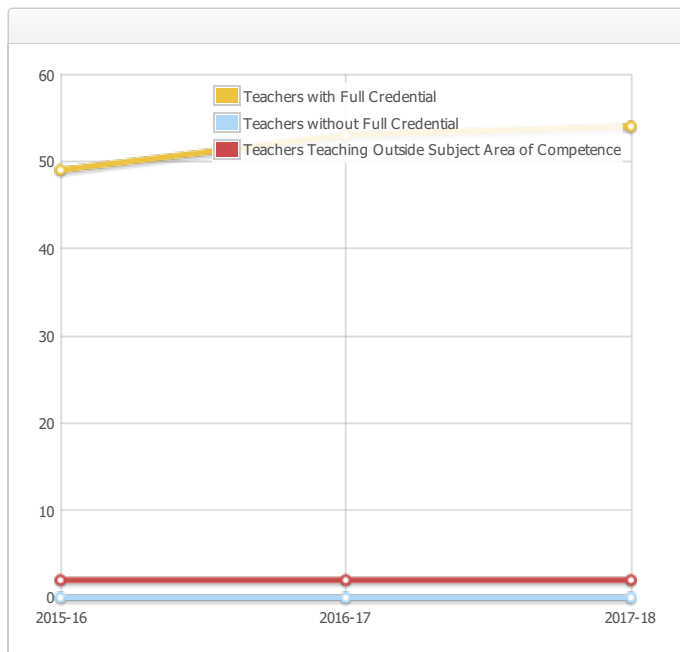
State Priority: Basic

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

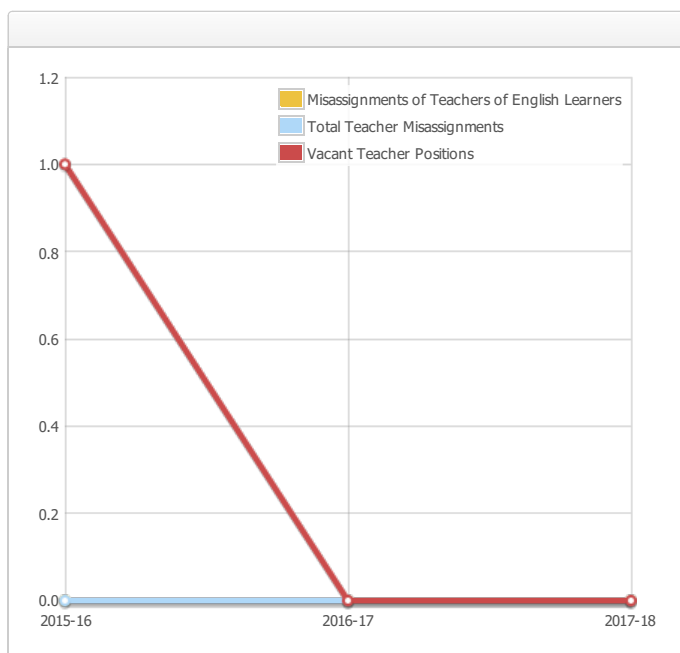
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 49 | 53 | 54 | 1104 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 2 | 2 | 2 | 60 |



Last updated: 12/21/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/21/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: November 2017

| 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 Open Source | Yes | 0.0 % |
| Science | Prentice Hall - 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/2006 | Yes | 0.0 % |
| Foreign Language | McDougal Littell - En Espanol - Mas Practica/2005 McGraw Hill-Glencoe - Bon Voyage! Level 1/2005 | Yes | 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: 12/21/2017

School Facility Conditions and Planned Improvements

Toll Middle School, originally constructed in 1926, is currently situated on 9.31 acres and is comprised of 54 classrooms, a library, three stationary computer labs, 11 mobile computer lab carts, an auditorium, a cafeteria, covered lunch shelters, a multipurpose room, administrative offices, a gymnasium and athletic fields. The final phases of Measure K modernizations were completed in the fall of 2005. At that time, the school's technological capabilities, infrastructure, and handicap accessibility were all thoroughly upgraded. The school also has several landscaped areas for student and parent enjoyment. With the passage of Measure S in the spring of 2010, we anticipated further improvements and modernization of our computer network and technology related infrastructure. Additionally other classrooms and systems were upgraded in the summer of 2013.

Last updated: 12/21/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

| 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 | Handicap ramp needs repaired |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: November 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/21/2017

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. 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 (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 55% | 54% | 61% | 61% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 47% | 49% | 51% | 50% | 36% | 37% |

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: 12/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 1249 | 1192 | 95.44% | 53.99% |
| Male | 638 | 609 | 95.45% | 44.74% |
| Female | 611 | 583 | 95.42% | 63.64% |
| Black or African American | 15 | 15 | 100.00% | 53.33% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 95 | 94 | 98.95% | 72.34% |
| Filipino | 77 | 75 | 97.40% | 64.00% |
| Hispanic or Latino | 239 | 233 | 97.49% | 41.20% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 803 | 755 | 94.02% | 54.77% |
| Two or More Races | 17 | 17 | 100.00% | 47.06% |
| Socioeconomically Disadvantaged | 850 | 796 | 93.65% | 48.30% |
| English Learners | 519 | 466 | 89.79% | 35.91% |
| Students with Disabilities | 100 | 99 | 99.00% | -- |
| 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 (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: 12/21/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 1249 | 1242 | 99.44% | 49.44% |
| Male | 638 | 635 | 99.53% | 45.98% |
| Female | 611 | 607 | 99.35% | 53.05% |
| Black or African American | 15 | 15 | 100.00% | 40.00% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | 95 | 95 | 100.00% | 72.63% |
| Filipino | 77 | 77 | 100.00% | 58.44% |
| Hispanic or Latino | 239 | 237 | 99.16% | 30.38% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | |
| White | 803 | 798 | 99.38% | 51.88% |
| Two or More Races | 17 | 17 | 100.00% | 41.18% |
| Socioeconomically Disadvantaged | 850 | 844 | 99.29% | 43.84% |
| English Learners | 519 | 515 | 99.23% | 34.56% |
| Students with Disabilities | 101 | 101 | 100.00% | -- |
| 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 (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: 12/21/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 70.0% | 76.0% | 70.0% | 69.0% | 56% | 54% |

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/21/2017

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 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-------------------------------|------------------------------|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 7 | 17.5% | 22.6% | 44.4% |

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: 12/21/2017

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 2017-18)

Exceptional community involvement is an integral part of Toll Middle School. Parents have a variety of opportunities to volunteer and participate in the academic and social lives of their children at school. The Foundation in partnership with the PTA combine to form our Parent Association. This group raises funds and contributes to the extra curricular opportunities for all students. Parents serve on our School Site Council (SSC) and the English Language Acquisition Committee (ELAC), both decision-making bodies that oversee state and federal funds. Each interdisciplinary team, consisting of an English, Science, Social Studies, and Math teacher, has a group of dedicated parent volunteers who help students in the classroom, during field trips, and with extra-curricular activities.

The school master calendar is posted on the school website (www.gusd.net/toll) and parents can watch the morning bulletin either live, or, through an archive library so that they are always current on events at the school. Additionally, the principal has a call go home and an email blast go out every Sunday.

State Priority: Pupil Engagement

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

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

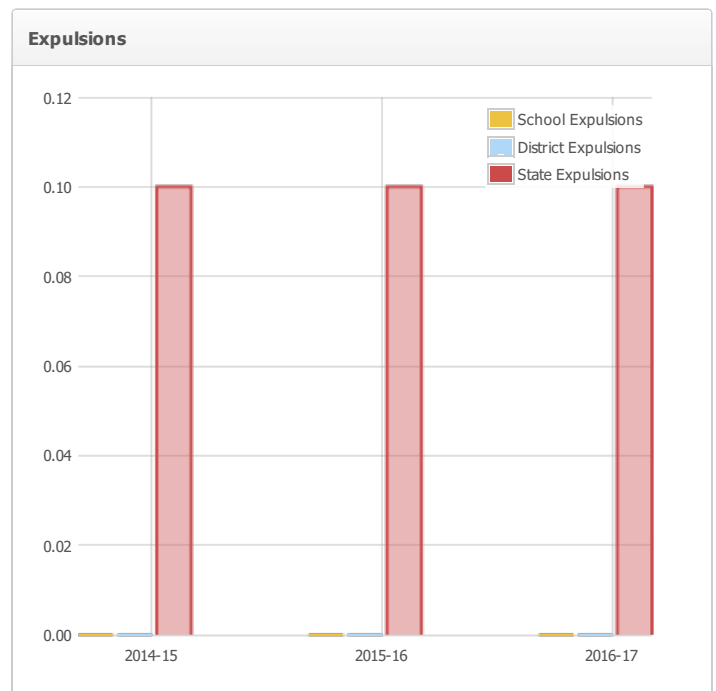
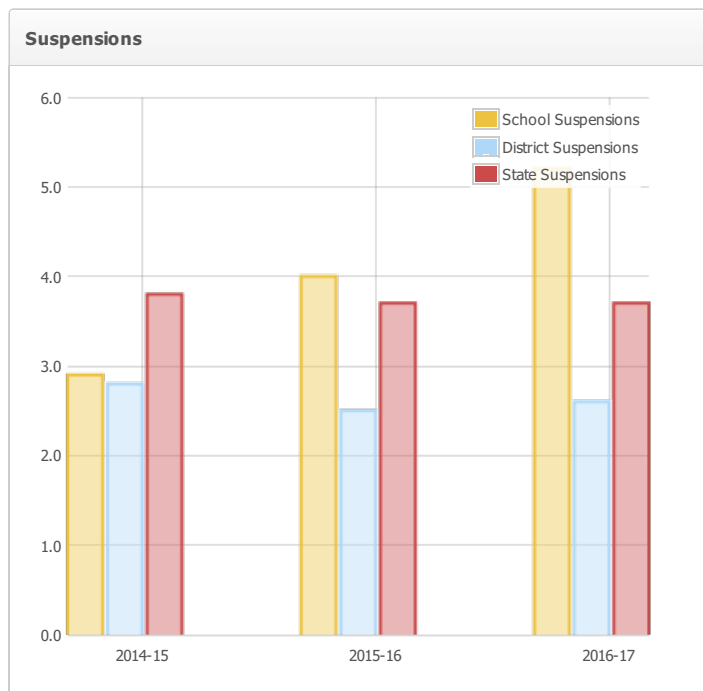
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 2.9% | 4.0% | 5.2% | 2.8% | 2.5% | 2.6% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



Last updated: 1/16/2018

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Toll Middle School. Administrators, teachers, and security personnel monitor students before school, after school, and during passing periods, breaks, and lunch. 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. If there is a question about the purpose of the visit, the attendance office contacts the administration. All areas of the school are equipped with an Internet-based video surveillance system consisting of 70 strategically placed cameras. The administration uses this system to monitor the campus at all times and to investigate incidents that occur on the school site.

The School Site Safety Plan is evaluated and revised each spring by members of the School Safety Committee and the School Site Council. Key elements of the plan include procedures and policies for: child abuse reporting; notification to teachers of dangerous pupils; disaster response; safe ingress and egress from school; sexual harassment; and dress code. Toll also maintains a Disaster Preparedness plan that is reviewed after monthly emergency drills. This plan includes communication with online community partners (fire, police, and district), which provides web accessible school data in case of a disaster/emergency. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

Toll also recognizes and celebrates the diversities of its students. All faculty are equal opportunity educators dedicated to meeting students where they are and moving them forward.

Last updated: 12/21/2017

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 2017-18)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2010-2011 | 2011-2012 |
| Year in Program Improvement | Year 4 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 11 |
| Percent of Schools Currently in Program Improvement | N/A | 64.7% |

Last updated: 12/21/2017

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 1 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 2 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 3 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 4 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 5 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| 6 | 31.0 | 12 | 1 | 33 | 33.0 | 2 | 13 | 31 | 31.0 | 5 | 25 | 12 |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |

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

Last updated: 12/21/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | 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 | 29.0 | 6 | 13 | 15 | 30.0 | 5 | 11 | 20 | 27.0 | 10 | 18 | 12 |
| Mathematics | 30.0 | 4 | 9 | 17 | 29.0 | 4 | 19 | 10 | 31.0 | 3 | 13 | 16 |
| Science | 32.0 | 2 | 6 | 20 | 32.0 | 2 | 9 | 19 | 33.0 | 1 | 8 | 21 |
| Social Science | 29.0 | 4 | 12 | 15 | 29.0 | 5 | 16 | 11 | 31.0 | 1 | 15 | 14 |

* 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: 12/21/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

| 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) | 1.0 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | 1.0 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | 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: 12/12/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$6865.0 | \$910.0 | \$5955.0 | \$84958.0 |
| District | N/A | N/A | \$5500.0 | \$81909.0 |
| Percent Difference – School Site and District | N/A | N/A | 7.9% | 3.7% |
| State | N/A | N/A | \$6574.0 | \$79228.0 |
| Percent Difference – School Site and State | N/A | N/A | -9.9% | 7.0% |

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

Last updated: 12/21/2017

Types of Services Funded (Fiscal Year 2016-17)

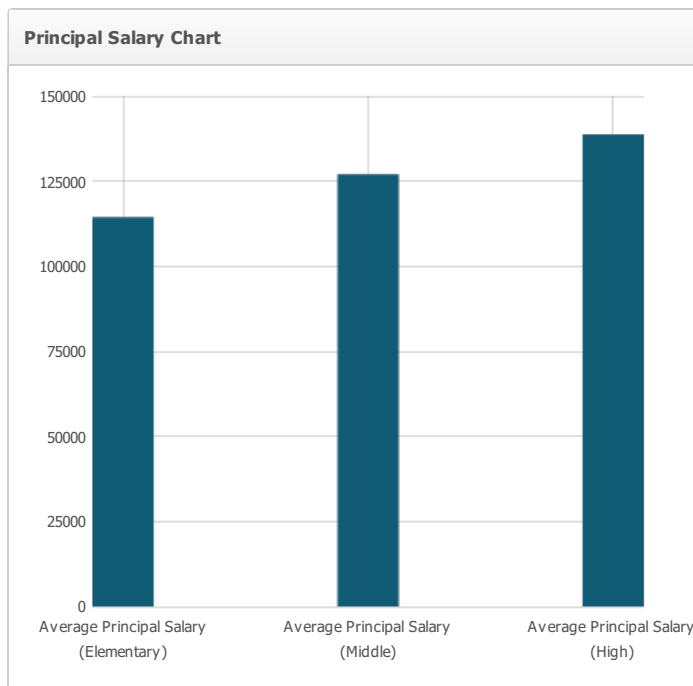
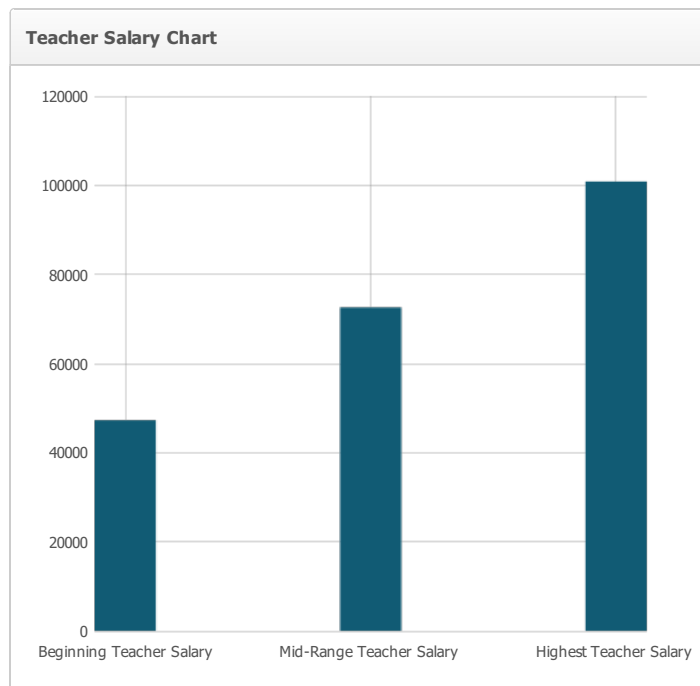
A combination of state and federal funding is used to cover all aspects of our instructional programs including but not limited to specialized services for: students qualifying for our Gifted and Talented Education (GATE) program, English Language Learners (ELL) and students from socio-economically disadvantaged homes. Strong PTA and Toll School Foundation support is evident in many of our supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation.

Last updated: 12/21/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,289 | \$47,808 |
| Mid-Range Teacher Salary | \$72,596 | \$73,555 |
| Highest Teacher Salary | \$100,827 | \$95,850 |
| Average Principal Salary (Elementary) | \$114,408 | \$120,448 |
| Average Principal Salary (Middle) | \$127,017 | \$125,592 |
| Average Principal Salary (High) | \$138,731 | \$138,175 |
| Superintendent Salary | \$255,000 | \$264,457 |
| Percent of Budget for Teacher Salaries | 39.0% | 35.0% |
| 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: 12/21/2017

Professional Development

The District-wide staff development has been focused on the implementation of the California State Standards, adopted by the California Department of Education in 2010. In each of the past three years, over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standards implementation. In 2015-2016 and 2016-2017, the TK - Grade 6 Elementary trainings focused on the implementation of the California State Standards in Mathematics with a focus on the Standards for Mathematical Practice. In 2017-2018, the TK - Grade 6 Elementary teacher trainings have focused on building awareness of the Next Generation Science Standards (NGSS), deepening understanding of Standards of Mathematical Practices and Integrated and Designated English Language Development (ELD) instruction. In 2015-2016, 2016-2017 and 2017-2018, the Grade 6 - Grade 12 Secondary teachers trainings focused on the implementation of the California State Standards with an emphasis in literacy across all content areas, content area standards

and the content specific practices (i.e. Standards of Mathematical Practice, Habits of Mind in English Language Arts, and the Science and Engineering Practices). In 2017-2018, Grade 6 - Grade 12 History and Social Science teacher trainings focused on the Armenian Genocide and the rollout of the new California History/Social Science Framework. The emphasis on ELD and literacy and practices across the curriculum focused on areas selected based on district-wide CAASPP data.

Professional development has been delivered in various formats that include; Elementary Grade-Level trainings and Release Days, Secondary Content Specific trainings, Secondary Department Release Days, Staff and/or faculty meetings, Community/parent information meetings, Conference attendance, New Teacher Trainings, Curriculum 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 district Teacher Specialists and site-based Teacher Leaders, Staff and/or faculty meetings, Data Analysis Meetings, District-wide collaboration training days by grade-level or content area, In-class Coaching, Grade Level and Department Support and Teachers' Summer Academy Workshops.

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