

# McAuliffe Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	McAuliffe Middle School
<b>Street</b>	4112 Cerritos Ave.
<b>City, State, Zip</b>	Los Alamitos, CA 90720-2577
<b>Phone Number</b>	714-816-3320
<b>Principal</b>	Ryan Weiss-Wright, Ed.D.
<b>Email Address</b>	aallen@losal.org
<b>Website</b>	<a href="http://www.losal.org/Domain/456">http://www.losal.org/Domain/456</a>
<b>County-District-School (CDS) Code</b>	30739246058879

Entity	Contact Information
District Name	Los Alamitos Unified School District
Phone Number	562-799-4700 ext. 80401
Superintendent	Dr. Andrew Pulver
Email Address	webmaster@losal.org
Website	www.losal.org

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

Our Vision of Excellence states that student success can be achieved when a safe and nurturing learning environment is joined with the collaborative efforts of staff and community to assist all learners as they pursue their academic and personal goals. In this environment, students will develop an appreciation for life long learning and the unique character of our diverse culture. The McAuliffe Vision of Excellence, EAGLE PRIDE, addresses five essential areas: P - Professional Learning Community R - Respect for All I - Instruction D - Differentiation E - Expectations. Professional Learning Community: McAuliffe Middle School is a professional learning community dedicated to the success of ALL students. Through collaborative efforts staff, students, and parents are committed to providing rigorous and diverse educational programs where ALL students have the opportunity to experience academic success and develop the habits of strong character. Respect for All: The McAuliffe school environment is safe, positive, and caring to support the uniqueness of the middle level student. Students are respected and valued by the school community and in turn, the students demonstrate responsibility, honesty, cultural sensitivity, and respect for All. Instruction: All students are engaged in a rigorous and challenging standards-based curriculum that is also responsive to student interests and needs. Strong exploratory and enrichment programs encourage students to make informed choices that compliment the core academic curriculum. Differentiation: Instruction is differentiated to meet the learning needs of students with a wide range of abilities allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students and their talents and their personal and cultural traditions. Expectations: High expectations are set for ALL students to maximize their potential. ALL students have the ability to learn and the entire school staff and community are committed to helping them achieve their goals. Mission Statement: McAuliffe has a long tradition of providing students with a rigorous academic curriculum delivered in a caring, nurturing environment. Our mission statement underscores that commitment: The mission for McAuliffe is to educate all students intellectually, socially, and physically in a safe environment, to produce citizens with an appreciation and respect for learning and democratic ideals, and to cultivate citizens who will celebrate the diversity of all cultures. McAuliffe staff, students, and parents view the attainment of this goal as a shared responsibility.

To the attainment of that goal, we share the following goals for the current school year. FOCUS - McAuliffe staff will continue to utilize several signature practices including EDI (Explicit Direct Instruction), Thinking Maps, Depth/Complexity/Rigor, research based active engagement and CFU (checking for understanding) strategies, Close reading, Acer Writing strategies and a research based academic vocabulary program in every content area. Staff will continue to participate in instructional networking, weekly PLC meetings and increasing the use of technology to support classroom learning. The Language Arts and Mathematics departments will continue to create and pilot common core units in all grade levels. All school staff will have the opportunity to develop interdisciplinary PBL (Project Based Learning) activities. Our SST (Student Study team) process has been revised with the goal of further inclusion for all special needs students. In addition staff will continue to participate in and support McAuliffe's multi-layered intervention program. This includes a 6th grade language arts literacy core, Math Academy classes held on Saturday mornings, Principal's Academy on Saturday mornings and Homework Club held Monday-Thursday after school in the media center. In addition teachers will support the PAL/PASS program, a targeted intervention program designed to assist all at risk students in reaching proficiency by offering additional instruction and time to complete assignments at lunch and on Saturday mornings. Lastly staff will "adopt" students, serving as Teacher Advocates for our most at risk students, connecting with both students and parents to work as a team to ensure student success.

GROW - Staff will further their instructional expertise and prepare for the common core by participating in school site, district and county staff development opportunities. These include research based district trainings in depth and complexity (Kaplan, Grubb), close reading trainings across content areas (Jago, District led trainings by TOSAs), academic vocabulary and active engagement (Marzano), use of ipads/chromebooks in the classroom (district), and instructional networking (school site, district). In addition staff will continue to promote literacy in all content areas by implementing the ACER writing strategies in Language Arts, Math, Science and Social Science; by focusing on annotating text and using interactive academic notebooks; and by participating in one or more school wide interdisciplinary activities.

EXPLORE/EXPERIMENT - All teachers will complete the SBAC practice tests in English/Language Arts and Mathematics along with district benchmarks, and will implement new common core units. Science teachers will begin writing and piloting NGSS units. Teachers will attend a variety of trainings regarding how to use technology in the classroom to enhance student learning in reading, language arts, math, science and social science.

INSPIRE - McAuliffe staff recognizes the unique needs of the middle school students, and to best serve this population, recognize that connecting with students is key to both academic and social/emotional growth. Staff will inspire students by modelling daily mindfulness, joy, kindness and compassion. They will support students, parents and their colleagues by letting them know that they will do anything to assist them, and they will "let their eyes light up" when they interact with all stakeholders. All students will be offered a wide variety of community service activities through clubs, ASB, PTA sponsored events and outside organizations who ask to partner with the school. These activities will inspire students to help others and to become both active and caring members of the community at large.

#### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	408
Grade 7	405
Grade 8	398
<b>Total Enrollment</b>	<b>1,211</b>

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.2
Asian	16.7
Filipino	2.4
Hispanic or Latino	27.3
Native Hawaiian or Pacific Islander	0.8
White	41.8
Two or More Races	7.9
Socioeconomically Disadvantaged	19.7
English Learners	1.3
Students with Disabilities	7.8
Foster Youth	0.1
Homeless	0.2

## 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		50	46	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/2019

Los Alamitos Unified School District sets a high priority upon ensuring that high quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Los Alamitos Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core. Under California law, the State Board of Education reviews K-8 textbooks and other instructional materials and then adopts those meeting specific quality standards. In the Los Alamitos Unified School District, textbooks considered for adoption are carefully reviewed by a committee of teachers and administrators. The most promising programs are piloted using established criteria and guidelines. The recommended books are then approved by the Los Alamitos Unified School District Board of Education. To receive State instructional funds, the Los Alamitos Unified School District ensures that it has fully complied with the requirements of Education Code Section 60119. The District has also conducted an annual public hearing ensuring the sufficiency of instructional materials. Each school maintains a library/media center which is supported by the District.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002	Yes	0
Mathematics	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001/2008/2015	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2002/2008	Yes	0
<b>History-Social Science</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2007	Yes	0
<b>Foreign Language</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2001-2005/2013	Yes	0
<b>Health</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2004/2018	Yes	0
<b>Visual and Performing Arts</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2008	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	District Adoption Date of Textbooks/Materials 1 Textbook Per Student Enrolled: 2005	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Los Alamitos Unified School District has always emphasized the importance of a clean, safe environment for learning. The environment of each campus is a matter of pride for students, staff and parents. Several schools have planted individual gardens, organized workrooms, and planned workdays for students and parents to enhance the facility. To insure that our facilities are in good repair condition, custodians at each site perform monthly inspections and the District maintenance crew places safety as the number one priority.

McAuliffe Middle School was built in 1967. Overall the school is in excellent condition. It is clean and well maintained. Voters within the District boundaries approved a local bond in 2008. Due to passage of the measure K Bond in 2008, all school sites within the district were modernized. The modernization work included the installation of new roofs, electrical, HVAC, plumbing, fire alarm and data systems. The doors, windows and flooring were replaced along with all new restroom fixtures, and a new elevator was added to the administration building. In addition the school's landscaping was upgraded during the 2015 school year. The modernization of McAuliffe Middle school was completed in September of 2011. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/3/2014

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	81	81	82	84	50	50
Mathematics (grades 3-8 and 11)	71	71	74	74	38	39

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.

### 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	1185	1176	99.24	0.76	81.21
Male	589	586	99.49	0.51	76.11
Female	596	590	98.99	1.01	86.27
Black or African American	36	36	100.00	0.00	63.89
American Indian or Alaska Native	--	--	--	--	--
Asian	196	196	100.00	0.00	94.39
Filipino	27	27	100.00	0.00	77.78
Hispanic or Latino	323	323	100.00	0.00	69.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	497	489	98.39	1.61	83.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	95	95	100.00	0.00	91.58
Socioeconomically Disadvantaged	240	237	98.75	1.25	69.20
English Learners	60	60	100.00	0.00	63.33
Students with Disabilities	80	78	97.50	2.50	37.18
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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	1185	1176	99.24	0.76	70.83
Male	589	586	99.49	0.51	70.14
Female	596	590	98.99	1.01	71.53
Black or African American	36	36	100.00	0.00	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	196	196	100.00	0.00	89.80
Filipino	27	27	100.00	0.00	70.37
Hispanic or Latino	323	323	100.00	0.00	54.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	497	489	98.39	1.61	73.21
Two or More Races	95	95	100.00	0.00	86.32
Socioeconomically Disadvantaged	240	237	98.75	1.25	53.16
English Learners	60	60	100.00	0.00	48.33
Students with Disabilities	80	78	97.50	2.50	21.79
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### 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.

## 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 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	9.3	19.9	60.6

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.

## 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)

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Stakeholders have opportunities to plan and implement academic and extracurricular activities through involvement in Parent/Teacher Association (PTA), School Site Council (SSC), student government, staff meetings, parent nights, and open door sessions. In addition, parents and community members have access to school information on the school website and through the weekly PTA newsletter, and staff and parents maintain continuous communication via the internet. For more information about opportunities for parent involvement at McAuliffe, please contact the school office. The Los Alamitos USD Educational Foundation is a community-based, non-profit organization which was formed in 1985. It consists of concerned community members working together to raise money to maintain and improve the quality of the schools of the Los Alamitos Unified School District. The Foundation has a commitment of fundraising for technology and other specialized projects. Contact information: Los Alamitos Educational Foundation, P.O. Box 1210, Los Alamitos, CA 90720 or on the web at <http://www.losaledfoundation.org/>

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.0	3.9	2.7	1.7	2.3	2.1	3.6	3.5	3.5
Expulsions	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

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Each site has a comprehensive School Safety Plan, an Emergency Preparedness Plan, and a Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. The CSSP is reviewed and updated on an annual basis by the School Site Council and subsequently Board approved. The CSSP is also on file at the Orange County department of Education. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a healthy, safe and drug-free environment on all Los Alamitos Unified School District campuses.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	28	9	42	12	28	9	32	18	28	7	34	16
Mathematics	25	8	16	11	26	6	21	5	25	9	12	11
Science	29	2	21	6	30	2	12	13	29	2	17	8
Social Science	31	1	20	7	30	3	11	13	29	3	13	11

\*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.

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

Title	Ratio
Academic Counselors*	2422.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	.1

\*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.

### 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	4787	494	4293	89429
District	N/A	N/A	5773	\$101,506.00
Percent Difference - School Site and District	N/A	N/A	-25.6	7.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-8.5	32.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

The types of services funded include expenditures for instructional programs including regular and special education, categorical programs, instructional support, and pupil services. Additional expenditures include general and administrative support, plant maintenance and operations, data processing, and facilities. Budget copies are available at all school sites and the District Office.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,665	\$49,084
Mid-Range Teacher Salary	\$96,799	\$76,091
Highest Teacher Salary	\$123,482	\$95,728
Average Principal Salary (Elementary)	\$137,934	\$118,990
Average Principal Salary (Middle)	\$159,830	\$125,674
Average Principal Salary (High)	\$159,746	\$137,589
Superintendent Salary	\$286,925	\$230,096
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	6%

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

## Professional Development (Most Recent Three Years)

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

The primary areas of focus for staff development are the District's *Signature Practices*: Cognitively Guided Instruction (CGI), Readers & Writers Workshop, Reading Foundations for the Common Core (RFCC), Thinking Maps and Depth and Complexity. Student data is collected via District benchmarks and various formal assessments, such as CAASPP and Fountas & Pinnel Leveled Reading Assessments, to determine instructional needs for teachers. The District provides annual training to ensure accurate calibration in the administration of reading and mathematics assessments in order to assess site vs. district-wide areas of concerns.

Professional development is delivered by way of release time for teachers in all of the Signature Practices. Teachers new to the Los Alamitos Unified School District are placed on a five-year professional development plan. Teachers are placed into cohorts according to the number of years with the District and attend professional development sessions. Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking. The District also provides content specific training when needed by departments or grade level teams.

Teachers are supported through on-going, in-class coaching by District TOSAs. Site administrators provide regular, ongoing feedback by conducting classroom observations, setting individual goals for teachers, and by providing time for teachers to collaborate and review data within grade level teams, subject teams and departments. Teachers are provided opportunities to participate in instructional networking where teachers observe other teachers and debrief on the instructional strategies employed within the lesson. The practice of instructional networking is cross-curricular and non-evaluative.