

Monte Vista Elementary School

251 Soledad Dr. • Monterey, CA 93940 • (831) 392-3890 • Grades K-5

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<https://montevista.mpusd.net/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Monterey Peninsula Unified School District

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**Assistant Superintendent Multi
Tiered Systems of Support**

Principal's Message

Welcome to Monte Vista Elementary School. In August 2011, Monte Vista re-opened its doors and today serves students in grades transitional kindergarten through fifth.

The Monte Vista staff helps students increase their growth in English/Language Arts, Mathematics, and Science as demonstrated on California's Smarter Balanced statewide assessments and through the district's benchmark assessments. We use specific test data to determine what instruction best meets the needs of our students. All English Learners are given the ELPAC annually to monitor their progress and to help us assess our English Language Development progress. All staff participates in professional development related to shaping positive school culture and fostering high academic press instruction, both of which will lead our staff and school to fulfill their annual academic performance, social-emotional, and civic responsibility goals as well as strive to achieve our school vision. We have also recently embedded a stronger STEAM (Science, Technology, Engineering, Art, and Math) component into our learning day through curriculum-driven and non-curricular driven resources for instruction and learning exploration through the use of STEMscopes and a school Makerspace. We also make sure that each of the 4-5 fieldtrips we have per grade level are tied to our ELA, History, Math, and Science curriculum.

Our school vision "At Monte Vista Elementary, it is our vision that students, parents, staff, and community members work together to foster high academic achievement, social-emotional growth, and civic responsibility" was formulated in the fall of 2015. We are currently developing a school mission statement that aligns with the district mission statement of "Through dynamic, engaging learning experiences and collaborative partnerships within our diverse Coastal community, the Monterey Peninsula Unified School District ensures that each student will attain the intellectual, social and personal knowledge to passionately seek the challenges of the future." Our vision and model of a school continues to develop with such features as effective first and small group differentiated instruction in ELA and Math, hands-on STEAM instruction, after-school community-based enrichment clubs, a shift to more student-centered learning, and frequent job-embedded teacher-led professional development.

Monte Vista Elementary School strives to provide an enriched and exciting instructional program that addresses the special needs and varied interests of all of our students. Our learning environment is one in which students feel safe and supported. Our close-knit staff and involved parents bring a sense of family and stability to our school. Monte Vista is proud of our diverse student population. We have students who come to us from at least 14 other countries. Monte Vista staff, students, and parents take pride in our school and community!

Dr. Joe Ashby
Principal

About the SARC

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.

2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 83 |
| Grade 1 | 61 |
| Grade 2 | 50 |
| Grade 3 | 61 |
| Grade 4 | 56 |
| Grade 5 | 54 |
| Total Enrollment | 365 |

2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.7 |
| Asian | 3.6 |
| Filipino | 2.5 |
| Hispanic or Latino | 30.7 |
| Native Hawaiian or Pacific Islander | 1.4 |
| White | 50.1 |
| Two or More Races | 9 |
| Socioeconomically Disadvantaged | 31.8 |
| English Learners | 15.6 |
| Students with Disabilities | 6.8 |
| Foster Youth | 0.3 |
| Homeless | 3 |

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 for Monte Vista | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | 18 | 16 | 18 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Monterey Peninsula | 17-18 | 18-19 | 19-20 |
|---|-------|-------|-------|
| With Full Credential | ♦ | ♦ | 444 |
| Without Full Credential | ♦ | ♦ | 38 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

Teacher Misassignments and Vacant Teacher Positions at Monte Vista Elementary School

| Indicator | 17-18 | 18-19 | 19-20 |
|-------------------------------|-------|-------|-------|
| 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.

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

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|------------------------------|---|
| Reading/Language Arts | Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Mathematics | Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science | Accelerate Learning Inc. STEMScopes - Adopted 2018 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| History-Social Science | Houghton-Mifflin History-Social Science - Adopted in 2007 Textbook and Instructional Materials reviewed August 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Visual and Performing Arts | Hands-on, project-based visual and performing arts, Band, Orchestra The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |
| Science Laboratory Equipment | The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0% |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2019

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

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 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA | 60 | 52 | 39 | 37 | 50 | 50 |
| Math | 49 | 47 | 27 | 26 | 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5 | 18.9 | 30.2 | 47.2 |

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 173 | 171 | 98.84 | 52.05 |
| Male | 78 | 78 | 100.00 | 48.72 |
| Female | 95 | 93 | 97.89 | 54.84 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 63 | 100.00 | 44.44 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 83 | 82 | 98.80 | 63.41 |
| Two or More Races | 12 | 11 | 91.67 | 45.45 |
| Socioeconomically Disadvantaged | 60 | 60 | 100.00 | 38.33 |
| English Learners | 41 | 40 | 97.56 | 32.50 |
| Students with Disabilities | 17 | 17 | 100.00 | 17.65 |
| 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 173 | 171 | 98.84 | 47.37 |
| Male | 78 | 78 | 100.00 | 51.28 |
| Female | 95 | 93 | 97.89 | 44.09 |
| Black or African American | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 63 | 63 | 100.00 | 36.51 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 83 | 82 | 98.80 | 57.32 |
| Two or More Races | 12 | 11 | 91.67 | 45.45 |
| Socioeconomically Disadvantaged | 60 | 60 | 100.00 | 31.67 |
| English Learners | 41 | 40 | 97.56 | 32.50 |
| Students with Disabilities | 17 | 17 | 100.00 | 35.29 |
| 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.

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)

There are countless ways to be an active parent at Monte Vista. At any time of the day you can find parent volunteers in the classroom, on the playground, in the cafeteria, gardening, helping in the library or chaperoning field trips. We recently dissolved our PTA and now have a fully active and innovative PTO--which largely resembles the purposes and functions of our past PTA, but with some minor enhancements that are exclusive to PTO's purposes, hopes, and intentions to make Monte Vista an increasingly high quality, joyful school.

Our PTO sponsors Monte Vista programs such as upgrading our SPARK Physical Education program, providing Art sessions, funding classroom field trips and school assemblies, and procuring needed classroom resources. The PTO also helps support and at times plans and coordinates exciting community-builder events, family fun nights and parent education nights, enrichment programs, and offers a network for parents to voice concerns and ideas for innovation and building our culture and quality of programs at our school site.

Our PTO runs our Scholastic Book Fair that not only raises money, but also helps increase the number of books for classroom and school use and funds incentives for our schoolwide reading log and minutes awards initiative and annual Read-A-Thon. We also have parents who serve on our School Site Council (SSC), STEAM team, and the English Language Advisory Committee (ELAC). The staff also conducts official parent conferences as much as three times a year where parents can receive formal and informal data around their child's academic and behavioral performance with opportunities to set goals for future progress.

We are also continuing to explore how some parent education nights can be more parent-led, such as parenting classes led by a trained parent group or a structured parent book club. We also have some parents who volunteer to assist with our after school community enrichment clubs. Finally, we also as a school site stay informed on parent voice through parent surveys, district tip lines, and topic-focused interest fliers.

To volunteer in any classroom or to attend a field trip, parents and guardians are required to fill out a volunteer and liability release form. Depending on the level of volunteering, a fingerprint clearance may be required. The same district procedure for the parent involvement and volunteers is followed at Monte Vista.. Our school office supervisor can assist any parent that wishes to get involved. We are continuing to find ways to provide parents with resources to help enrich and support their child on the school front and in the community when applicable and possible.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Your child's safety is of great importance to all staff at Monte Vista. Our School Site Council (SSC) annually reviews and approves the school safety plan. We have built a strong foundation for safety through our Positive Behavior Intervention Support (PBIS) system on our site. It is a comprehensive program that centers on students' positive behavior on three different tiers of behavior. In the mornings you will find our principal and staff members having a school-wide community meeting on the playground to help norm and celebrate our PBIS efforts. We have two school PBIS Teams, a Tier 1 and a Tier 2-3 team, composed of our school counselor, school psychologist, classified staff, and teachers across all grade levels. We meet monthly to review all school-related behavioral documents and intervention tracking evidence and reporting, and we reflect on strengths and needs of PBIS Tier 1 and 2 developments at our site, including needed professional development. The Tier 2-3 team also reviews students who are being or have been recommended for student success teams--which entail meetings with the child's parent to strategize further interventions to help the child access the school day in a productive and positive manner on a more consistent and successful basis. Staff members monitor our playground and campus before school, during recess, and after school. We have a closed campus with fences and locks surrounding the perimeter of the school, and visitors must sign in/out at the office. They are given a volunteer sticker to wear throughout their stay. We also have 50 4th and 5th graders who have been trained to be safety patrol members at lunch recess time, ensuring safer, more cooperative play and responsible and safe playground behavior among students grades TK-3.

We regularly review playground rules and safety with students. Our safety plan is kept current, and each year, through our school safety committee and school site council, we monitor what needs must be met to ensure safety. All types of drills are practiced throughout the year, including building evacuations for fires and earthquakes. We also practice injured child drills and lockdown scenarios. In the 2016-2017, we implemented the districtwide Intruder Protocol called ALICE (Alert, Lockdown, Inform, Counter, and Evacuate). We do this drill along with fire and earthquake drills on a routine basis. The 2019-2020 safety plan will be approved by School Site Council and the Staff in January of 2020 and by the district in March or April of 2020.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 0.0 | 0.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.2 | 3.4 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

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

| Title | Ratio |
|---------------------|-------|
| Academic Counselor* | .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 Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* | | | 2017-18 Average Class Size | 2017-18 # of Classes* | | | 2018-19 Average Class Size | 2018-19 # of Classes* | | |
|-------------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|----------------------------|-----------------------|------------|----------|
| | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ | | Size 1-20 | Size 21-32 | Size 33+ |
| K | 21 | 1 | 2 | | 20 | 2 | 3 | | 17 | 5 | | |
| 1 | 21 | | 2 | | 24 | | 2 | | 20 | 2 | 1 | |
| 2 | 27 | | 2 | | 28 | | 2 | | 25 | | 2 | |
| 3 | 27 | | 2 | | 30 | | 2 | | 20 | 1 | 2 | |
| 4 | 27 | | 2 | | 26 | | 2 | | 28 | | 2 | |
| 5 | 23 | | 2 | | 28 | | 2 | | 27 | | 2 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

At Monte Vista Elementary School, we have two staff professional developments a month: one that is related to implementing Positive Behavior Interventions and Supports, and another that is related building instructional expertise. The other two weeks of the month entail a Nuts and Bolts staff meeting and teacher adjunct team meetings (see paragraph four). Teachers also receive individualized and staff-level feedback every two weeks through an electronic, private platform where they can interact with the principal and academic coach about their feedback, and, more recently, feedback from their colleagues during peer instructional rounds where they explore grade level problems of practice.

The school's academic coach and principal also coach teachers in real time in their own classrooms on a weekly basis. They also have a coaching cycle going on with several teachers at a time which is built within the school day, allowing those teachers to have professional development with the academic coach and principal while a roving sub covers their classes. Such coaching cycles focuses on different topics of inquiry to build instructional and classroom management capacity. We have also recently implemented quarterly peer-led instructional rounds where teachers observe fellow grade level team members related to a particular staff-level focus of practice, such as small group math, student ownership of learning, hands-on STEAM instruction, etc. We also have implemented many strategies related to Growth Culture professional development and Mindfulness professional development. Such strategies are fostering a stronger teacher culture with intent and aim to implement among students for a stronger student-led learning culture. We have gradually made progress with with way we look at discipline on campus, as an teaching tool for students to make better choices more consistently over time in a very meaningful and intrinsic manner. Using such tools and strategies as alternative discipline, restorative justice, community circles, Choice Words, Love and Logic, Responsive Classroom, and exploring PD's on high quality Tier 1 and 2 management practices has helped us in this path finding effort where we are still learning and norming as a staff with more exciting things to come.

All teachers participate in district professional development related to new curricular adoptions such as Guided Reading and STEMScopes, and they have occasional grade level planning days on campus (especially an end of year Power Planning day) that help them dig in with the curriculum more, look at student data, and make data-driven decisions in their planning lessons/units and administering of assessments for short and long-term purposes. We also have three days a year where teachers assess their entire class for a district reading level benchmark assessment that we use to inform progress in literacy and small group instruction composition. We also have a number of days in the school year where teachers are pulled out for learning cohort book studies on such past topics as Mathematical Mindset, Guided Reading, and Love and Logic.

We have weekly professional learning community meetings among our grade levels with such features as backwards planning, data dives, student work review, curriculum design, and PBIS strategizing. We also have an Instructional Leadership Team and two PBIS Teams of teachers that discuss the status, progress, and needs of instruction and school culture on a monthly basis; these teams also help plan our Professional Developments on a short- and long-term basis. We also have teachers receiving ancillary forms of professional development by participating on the STEAM team, the School Site Council, and ELAC teams. We also have a high number of teachers who commit to running an after-school enrichment club that helps our students build their extracurricular interests and talents.

Finally, some teachers receive more intense coaching as a result of their goal progress and work with the newly upgraded MPUSD teacher evaluation cycle (reflective of The New Teacher Project and Charlotte Danielson continuum for evaluation), which is every other school year for permanent teachers and every school year with probationary teachers or anyone on a professional growth plan. The new program includes a strong continuum of core teaching practices on five standards of evaluation, four informal observations, two formal observations, and a beginning of year goal-setting and end of year summative goal performance review. All teachers in general, however, goal set with the new teacher evaluation system each year receiving informal observations on the evaluation tool.

FY 2017-18 Teacher and Administrative Salaries

| Category | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary | \$44,875 | \$49,084 |
| Mid-Range Teacher Salary | \$65,733 | \$76,091 |
| Highest Teacher Salary | \$97,355 | \$95,728 |
| Average Principal Salary (ES) | \$100,517 | \$118,990 |
| Average Principal Salary (MS) | \$104,946 | \$125,674 |
| Average Principal Salary (HS) | \$114,217 | \$137,589 |
| Superintendent Salary | \$206,150 | \$230,096 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries | 33% | 35% |
| Administrative Salaries | 6% | 6% |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|-------------|-------|------------|--------------|------------------------|
| School Site | 5,948 | 112 | 5,836 | 71,933 |
| District | N/A | N/A | 8,757 | \$67,601.00 |
| State | N/A | N/A | \$7,506.64 | \$78,059.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -40.0 | 2.8 |
| School Site/ State | -19.2 | -9.0 |

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.