



# Seaside Middle School

999 Coe Ave. • Seaside, CA 93955 • (831) 899-7080 Ext 2799 • Grades 6-8

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



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
www.mpusd.net

#### District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramespacher, Vice  
President Clerk

Dr. Bettye Lusk

Ms. Alana Myles

Dr. Amanda Whitmire

#### District Administration

Dr. PK Diffenbaugh  
**Superintendent**

Cresta McIntosh

**Associate Superintendent  
Educational Services**

Beth Wodecki

**Assistant Superintendent  
Secondary**

Ryan Altemeyer

**Associate Superintendent Business  
Services**

Dr. Manny Nuñez

**Assistant Superintendent Human  
Resources**

Marci McFadden

**Chief of Communications and  
Engagement**

Donnie Everett

**Assistant Superintendent Multi  
Tiered Systems of Support**

### School Description

The statement, "Together, we rise" encompasses how we view the teaching and learning process at our school. Seaside Middle School is a member of the New Tech Network and has embarked on transforming learning for all students through collaborative project based learning. By providing 1:1 access and teaching digital citizenship, we are able to support students' acquisition of 21st Century skills. Teachers focus on facilitating engaging projects built from the Common Core Standards and connected to students' personal lives with real world applications. Students develop as critical thinkers in a collaborative learning environment, and we provide ongoing, reflective feedback on their growth in the areas of content knowledge, collaboration, written and oral communication, aesthetics, and agency.

We intentionally build community among students within our school by linking instruction in STEM and humanities. By sharing multiple learning experiences with their classmates and teacher, students are able to build stronger relationships to support their academic and social/emotional growth. Additionally, with fewer student contacts and a common prep period, teachers can work together to understand students' areas of success and opportunities for development. This permits more flexibility for classes to differentiate instructional strategies according to students' needs.

At Seaside Middle School, we believe that every student should have a choice in their future, and that a good education provides each student with the opportunity to make an informed decision. We utilize a multi-tiered PBIS (Positive Behavior Interventions & Supports) program and partner closely with community-based organizations to ensure that our Eagle Scholars and their families receive wrap-around services. This approach is central to our vision of nurturing students who embody our school-wide expectations of being Safe, Open-minded, Accountable, and Respectful. Additionally, we strive to make sure that our students are well-rounded scholars, so we organize the master schedule to provide students access to two electives including offerings from health and fitness, leadership preparation, intervention classes, STEM, as well as the visual and performing arts. Finally, we strive to match rigorous academics with intensive academic supports so that each student can be college and career ready. Seaside Middle utilizes AVID school-wide strategies (Achievement Via Individual Determination) across core content classes, and students from all three grade levels can apply to be part of our AVID elective courses.

### Vision Statement

Together with community stakeholders, we at Seaside Middle School are focused on preparing students for college and careers through a student centered PBL approach. We aim to Inspire and empower students to excel both academically and socially, while preparing them to be productive citizens and future leaders.

## 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
Grade 6	283
Grade 7	294
Grade 8	250
<b>Total Enrollment</b>	<b>827</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	3.7
Hispanic or Latino	75.7
Native Hawaiian or Pacific Islander	2.7
White	7.4
Two or More Races	4.6
Socioeconomically Disadvantaged	89.7
English Learners	30
Students with Disabilities	11.7
Foster Youth	0.2
Homeless	14.3

## 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 Seaside Middle School	17-18	18-19	19-20
With Full Credential	34	30	26
Without Full Credential	3	4	3
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 Seaside Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	2	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
<b>Reading/Language Arts</b>	Ready Reading (supplemental) - 2019 Holt, Literature and Language Arts - Adopted 2010 Kinsella, Strategic English - Adopted 2011 Scholastic Inc, Read 180 - Adopted 2013 Teacher-Developed Units of Study - Adopted 2016 Amplify - Piloted 2016-17 school year i - Ready Instruction (supplemental online) Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Curriculum & Associates - Ready Math 6 2019 Curriculum & Associates - Ready Math 7 2019 Curriculum & Associates - Ready Math 2019 Math 180 - Adopted 2015 i - Ready Instruction (supplemental online) Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Stem Scopes - Adopted 2016 Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	TCi - History Alive! The Ancient World - 2018 TCi - History Alive! The Medieval World and Beyond - 2018 TCi - History Alive! The United States Through Industrialism - 2018 Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Spanish <b>The textbooks listed are from most recent adoption:</b> Yes
<b>Visual and Performing Arts</b>	Band, Orchestra <b>The textbooks listed are from most recent adoption:</b> Yes

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](http://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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<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	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	25	25	39	37	50	50
Math	12	11	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
7	15.6	18.9	10.5

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	796	772	96.98	24.97
Male	434	416	95.85	17.35
Female	362	356	98.34	33.90
Black or African American	31	31	100.00	25.81
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67	61.54
Filipino	30	30	100.00	56.67
Hispanic or Latino	615	594	96.59	20.78
Native Hawaiian or Pacific Islander	20	19	95.00	26.32
White	51	51	100.00	38.00
Two or More Races	31	31	100.00	38.71
Socioeconomically Disadvantaged	720	699	97.08	22.24
English Learners	466	449	96.35	13.62
Students with Disabilities	79	78	98.73	6.49
Foster Youth	--	--	--	--
Homeless	125	120	96.00	4.00

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	795	756	95.09	10.89
Male	433	403	93.07	9.45
Female	362	353	97.51	12.54
Black or African American	31	31	100.00	12.90
American Indian or Alaska Native	--	--	--	--
Asian	15	13	86.67	61.54
Filipino	30	29	96.67	17.24
Hispanic or Latino	615	583	94.80	7.59
Native Hawaiian or Pacific Islander	20	19	95.00	10.53
White	50	48	96.00	31.25
Two or More Races	31	30	96.77	13.33
Socioeconomically Disadvantaged	719	684	95.13	8.65
English Learners	466	437	93.78	6.44
Students with Disabilities	79	76	96.20	2.63
Foster Youth	--	--	--	--
Homeless	125	117	93.60	6.40

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)

We provide many opportunities for parent and family involvement. On the School Site Council, families help develop our school plan for student achievement; advise us on the strategic allocation of federal, state, and local funding; and create additional pathways for family and community involvement. Additionally, family members of our English Learners share their ideas to improve their children's academic program by participating on our English Language Advisory Committee. For families who are unable to serve on a committee, we host a quarterly Coffee with the Principal to provide school updates and encourage dialogue among community members.

Seaside Middle relies on its robust PTA (Parent Teacher Association). Our PTA leads all fundraising efforts, helping us to accomplish many improvements. Additionally, our PTA is integral in the implementation of our PBIS initiatives to celebrate students' academic and behavior achievements. In addition to monthly, PTA organized events and activities, family members volunteer their help for extracurricular activities such as field trips, sporting events, clubs, and school dances. All families are welcome to visit campus, and we have a volunteer-driven Eagle Patrol that organizes additional break, lunch, and dismissal supervision. New members and their talents are always needed and welcomed. To find out more about how you can help, please contact our principal, Adam Swinney at (831) 899-7080, ext 2799.

Finally, we partner with MPUSD, Seaside City Council, and the Seaside Youth Resource Center to co-sponsor Parent University, a series of classes and community events designed to support families in the creation of new learning possibilities in their children's lives. We believe that when families are involved in their child's education, children succeed academically. Class topics include Math Support, Family Literacy, Attendance/Tuancy, Technology, and Substance Abuse Awareness. Community events for the whole family are scheduled three times per year and include a focus on District resources and programs.

**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 the highest priorities for the Monterey Peninsula Unified School District and Seaside Middle 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](http://www.mpusd.net).

Highlights of this school's plan are detailed below.

Our safety plan was last updated in December of 2019. This ensures that guidelines for fire, earthquake, and intruder alerts are established and current. The complete school safety plan is available by request in the office. We provide every staff member with a safety binder that outlines all the procedures for both students and staff. We hold earthquake, fire, and intruder drills throughout the year. We also hold unscheduled drills to ensure that both staff and students are able to react to any emergency situation. The safety team meets to discuss safety issues and to review the success of recent drills.

All of our staff are certified in ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training in order to prepare and plan for how to more proactively handle the threat of an aggressive intruder or active shooter event. Additionally, all of our classroom and areas where any adult is present have been secured by a LockBlock device. These devices ensure a quick response during a lock down in the event of a campus intruder.

Our school is a closed campus, with visitors required to check in and out in the office. Students are allowed on campus at 7:45am every morning, and they are required to leave campus by 4pm, unless participating in after school activities. For added security, we have three full-time campus monitors, and cameras have been installed to monitor high-traffic areas.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.4	6.3	5.2
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*	413.5

\* 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
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	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	22	19	36	2	28	11	39	10	26	14	37	12

\*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.

**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	27	8	7	5	36	6		10	32	9	2	11
Mathematics	25	5	9	3	25	3	13	2	28	3	7	9
Science	27	3	8	5	25	4	13	1	29	3	8	11
Social Science	33	2	6	5	41	3		8	44	3		9

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

Seaside Middle School believes that it is possible to attract and retain talented teachers by sharing a dynamic vision committed to excellence and creating a professional learning environment where staff can learn and grow along with our students. Our teachers actively participate in professional development during the academic year in order to provide effective classroom instruction focused on student achievement.

Staff development is provided by both the District Educational Services department and via site-based meetings. Staff members work collaboratively to determine the school's needs and take direction from District and State requirements when establishing professional development goals for the school year. Teachers participate in ongoing professional development via Professional Learning Community, grade-level, and faculty meetings, as well as district level workshops during the school year and in the summer. Each week, teachers have one hour release time dedicated to using data-informed practices with their content and grade-alike Professional Learning Community in order to design differentiated instruction to meet students' learning needs. Additionally, there are two staff meetings every month, one for the entire staff and one specific to grade-level needs.

Professional development focus areas include Common Core instructional strategies, use of technology in the classroom, examining data to drive instruction, developing common assessments and pacing guides, differentiated instruction to meet the diverse needs of students, teaching in the collaborative classroom, AVID (Advancement Via Individual Determination) instructional strategies, English Language Learner strategies, and preparing students for the Smarter Balanced Assessments at the end of the year. This year, our campus has intensified its focus on multi-tiered systems of support

for students' academic and social/emotional/behavioral development. In addition to developing these systems, staff have worked to understand unconscious bias and trauma-informed practices.

To better support our teachers, we have a full-time academic coach and a English Language Development teacher/coach who work closely with classroom teachers in the development of lesson plans that encompass the use of rigorous tasks and ELD strategies. Working with teacher leaders, the administrators utilize learning walks, instructional rounds, observations, and coaching cycles to support staff members' professional development. Being part of the New Tech Network also allows staff to participate in annual conferences and attend workshops offered by the Buck Institute.

#### 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/](http://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	5,147	331	4,816	59,204
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	-58.1	-10.5
School Site/ State	-33.4	-22.2

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.