

## Shoreline Middle

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page 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.



### Colleen Martin, Principal

Principal, Shoreline Middle

#### About Our School

##### Welcome students, staff, parents, and community members!

I am honored to be the principal of Shoreline Middle School. I have worked at Shoreline for 25 years and enjoy watching former students come back as parents and staff. Shoreline has a dedicated staff, committed to the social, emotional and academic success of our middle school students. We embrace a very collaborative approach to teaching and learning, together. We foster a growth mindset where mistakes are gifts and effort is rewarded. The students at Shoreline are friendly, respectful, helpful, hard-working and compassionate. We look forward to watching them become future leaders!

#### Contact

Shoreline Middle  
855 17th Ave.  
Santa Cruz, CA 95062-4169

Phone: 831-475-6565  
E-mail: [cmartin@losd.ca](mailto:cmartin@losd.ca)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Live Oak Elementary
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Lorie Chamberland
<b>E-mail Address</b>	<a href="mailto:lchamberland@losd.ca">lchamberland@losd.ca</a>
<b>Web Site</b>	<a href="http://www.losd.ca">http://www.losd.ca</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Shoreline Middle
<b>Street</b>	855 17th Ave.
<b>City, State, Zip</b>	Santa Cruz, Ca, 95062-4169
<b>Phone Number</b>	831-475-6565
<b>Principal</b>	Colleen Martin, Principal
<b>E-mail Address</b>	<a href="mailto:cmartin@losd.ca">cmartin@losd.ca</a>
<b>Web Site</b>	<a href="http://www.sl.losd.ca">http://www.sl.losd.ca</a>
<b>County-District-School (CDS) Code</b>	44697656113559

*Last updated: 1/29/2019*

### School Description and Mission Statement (School Year 2018—19)

Shoreline Middle School is located on the Central Coast of California in the unincorporated, primarily residential community of Live Oak. It is situated between Santa Cruz and Capitola and is bordered by the Monterey Bay. Shoreline Middle School serves approximately 525 students in grades 6-8 and reflects a wide range of cultural and socioeconomic diversity similar to that of the Live Oak community. Shoreline Middle School, through its partnership with the community, provides a safe environment where mutual respect, cultural diversity and educational excellence are fostered and valued. Shoreline Middle School:

- Believes that meeting the needs of our diverse student population is central to our successful educational program
- Is committed to teaching rich subject matter content in all subjects (e.g., academics, fine arts and physical education)
- Provides a safe and caring environment where students and staff respect each other
- Believes in providing professional and equitable resources for staff and students
- Has high expectations for professionalism in teaching
- Believe that parents and students have a vital and active role in the educational process
- Believes in working collaboratively as departments and staff to make consensus decisions
- Believes in making interpersonal connections with kids and being role models for students
- Holds high expectations for students in terms of academics and behavior

The mission of Shoreline Middle School is to develop lifelong learners and to promote the intellectual, social, emotional and physical potential of every student. Teachers, parents, administrators, support staff and community members work together to create a challenging environment in which students can make a successful transition from elementary school to the demands of high school and beyond. Students at Shoreline Middle School will find the opportunity to develop:

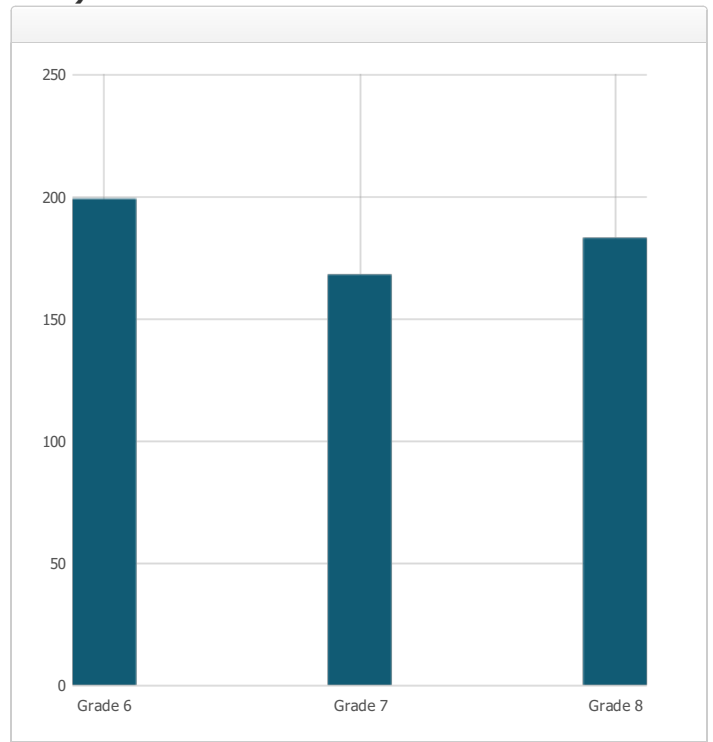
- A positive self-image based on success in academic accomplishment and a maturing means of handling social and emotional issues

- An understanding of their individual responsibilities in the school community and in a democratic society in general • The ability to consider the rights and needs of others
- A desire to preserve and maintain the environment, as well as to contribute to a positive school and community environment • The interpersonal skills necessary to work productively in groups
- Skill in critical and creative thinking, problem-solving and decision-making
- An understanding of the relevance of academic disciplines to daily life
- An appreciation of art, music and physical well-being
- The value of communicating their ideas and beliefs clearly, accurately and appropriately

*Last updated: 1/29/2019*

**Student Enrollment by Grade Level (School Year 2017—18)**

Grade Level	Number of Students
Grade 6	199
Grade 7	168
Grade 8	183
Total Enrollment	550



Last updated: 1/25/2019

**Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	2.5 %
American Indian or Alaska Native	0.4 %
Asian	2.9 %
Filipino	1.6 %
Hispanic or Latino	64.2 %
Native Hawaiian or Pacific Islander	0.4 %
White	24.5 %
Two or More Races	%
Other	3.5 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.7 %
English Learners	19.6 %
Students with Disabilities	12.9 %
Foster Youth	0.4 %

## A. Conditions of Learning

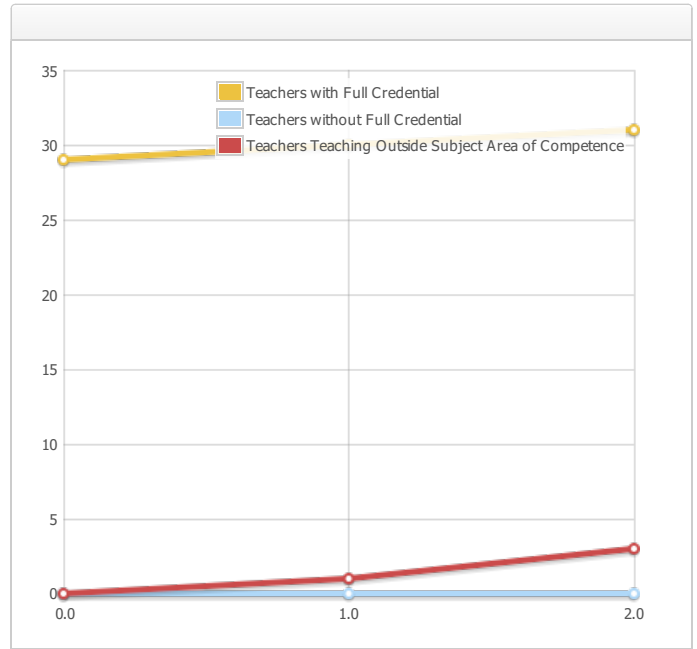
### State Priority: Basic

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

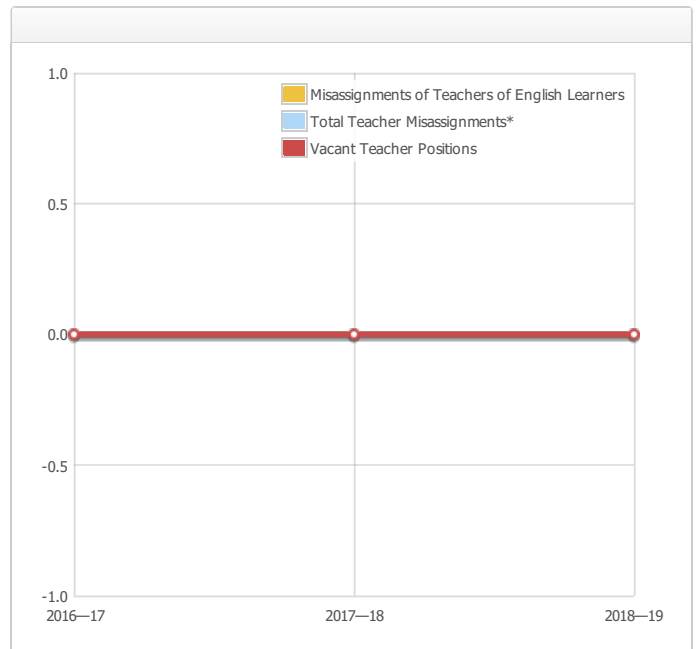
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	30	31	96
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	3	3



Last updated: 1/25/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/25/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson, myPerspectives Cengage Learning, Inside	Yes	0.0 %
Mathematics	Open Up Resources, Illustrative Mathematics (pilot) Houghton Mifflin Harcourt, Do The Math (SDC Intervention materials) Pearson, Connected Mathematics Project 3 (Adopted 2015)	Yes	0.0 %
Science	Delta Education, 6-8 CPO Science (adopted 2007) Delta Education, 6 FOSS Green Ninja (pilot Fall 2018) Lab-aides, SePup (pilot Spring 2019)	No	0.0 %
History-Social Science	TCI, History Alive (adopted 2006) TCI, History Alive (pilot Fall 2018) Cengage, National Geographic (pilot Spring 2019)	No	0.0 %
Foreign Language	NA		0.0 %
Health	NA		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/29/2019

## School Facility Conditions and Planned Improvements

The Shoreline Middle School facility opened in April 1997 and is maintained expertly. During the summer of 2009, extensive repairs and improvements were completed for Shoreline Middle School, including a new roof, new siding, HVAC repairs, and new carpeting in hallways and stairwells. Shoreline Middle School has a sufficient number of classrooms, staff workrooms and playground space to support teaching and learning in an organized environment. The district maintenance crew completes periodic checks and responds to site requests for repairs and upgrades in an efficient manner. Shoreline Middle School has 26 classrooms, three portables, a library, multipurpose room, weight room, two locker rooms, an administrative office, staff workroom and lunchroom, woodshop, music room, five outdoor basketball courts, a regulation soccer field, softball field, and the required amount of bathrooms. There are 2.33 full-time equivalent custodians who work between early morning and late night to clean the facilities and provide access to outside groups. Before, during and after the school day, two administrators, a counselor and a campus supervisor monitor student behavior and ensure that visitors sign in at the office. In the Spring of 2017, the school completed the construction of a brand new building. Brand new carpet was installed in all classrooms during the summer of 2018

*Last updated: 1/28/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 1/25/2019*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	52.0%	52.0%	56.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	23.0%	34.0%	36.0%	44.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

*Last updated: 1/25/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	535	99.07%	51.78%
Male	268	265	98.88%	45.28%
Female	272	270	99.26%	58.15%
Black or African American	14	14	100.00%	42.86%
American Indian or Alaska Native	--	--	--	
Asian	16	16	100.00%	87.50%
Filipino	--	--	--	
Hispanic or Latino	352	351	99.72%	42.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	129	125	96.90%	70.40%
Two or More Races				
Socioeconomically Disadvantaged	358	355	99.16%	41.41%
English Learners	283	283	100.00%	40.28%
Students with Disabilities	69	67	97.10%	13.43%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

Last updated: 1/25/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	540	536	99.26%	33.58%
Male	268	266	99.25%	33.83%
Female	272	270	99.26%	33.33%
Black or African American	14	14	100.00%	28.57%
American Indian or Alaska Native	--	--	--	
Asian	16	16	100.00%	56.25%
Filipino	--	--	--	
Hispanic or Latino	352	351	99.72%	25.07%
Native Hawaiian or Pacific Islander	--	--	--	
White	129	126	97.67%	53.17%
Two or More Races				
Socioeconomically Disadvantaged	358	355	99.16%	24.79%
English Learners	283	283	100.00%	23.67%
Students with Disabilities	69	67	97.10%	--
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/25/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/25/2019*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

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	30.9%	32.1%	28.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/25/2019*

## 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 2018—19)

Shoreline offers parents a number of opportunities to become involved in school activities. Our Home and School Club provides parents the opportunity to help raise much-needed funds for school programs, activities and resources. Parents may also choose to run for election to the Home and School Club/School Site Council and English Learner Advisory Committee, or volunteer to assist with many activities and events throughout the year, including but not limited to:

- School concerts
- Driving and chaperoning for field trips
- Chaperoning at school dances
- Planning team for graduation activities.

For more information on how to become involved, please contact the school office at (831) 475-6565.

# State Priority: Pupil Engagement

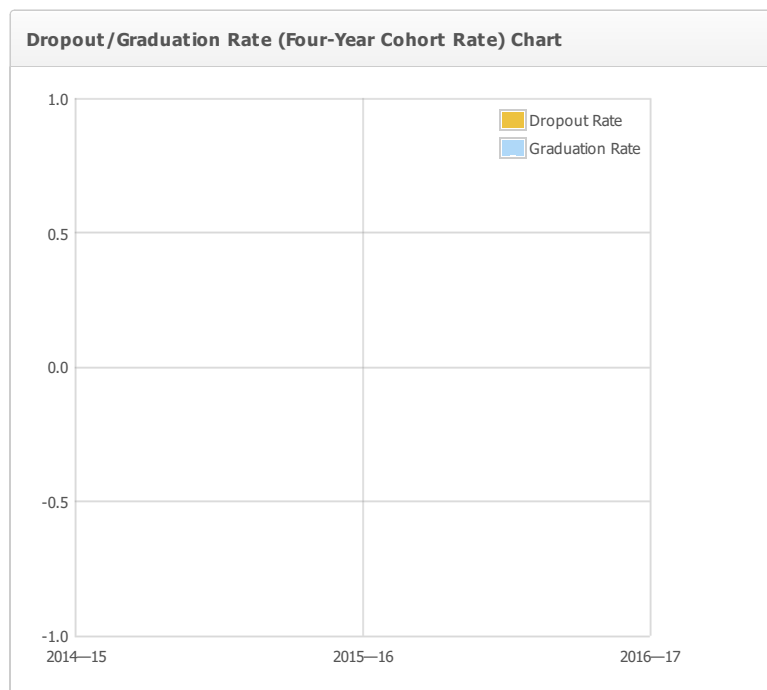
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	2.1%	11.1%	10.7%	9.7%
Graduation Rate	--	--	95.8%	88.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	3.0%	9.1%
Graduation Rate	--	90.9%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/25/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

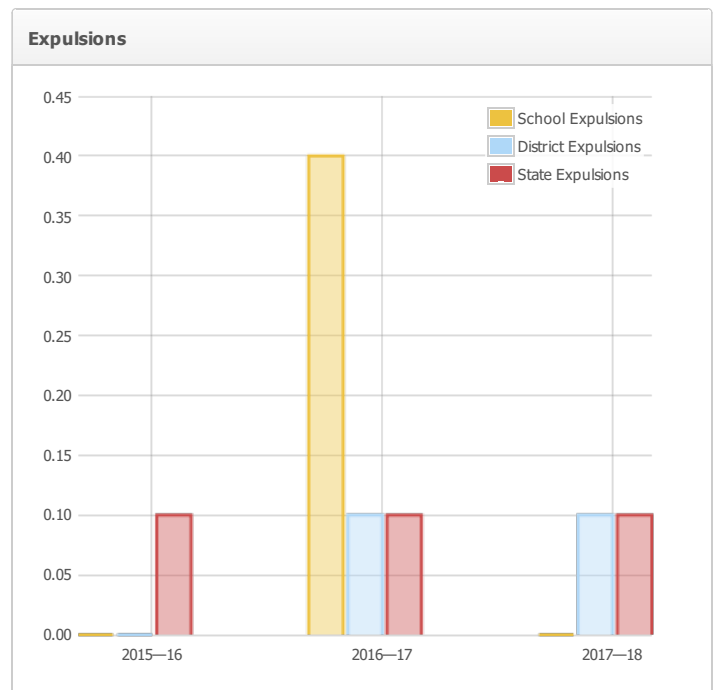
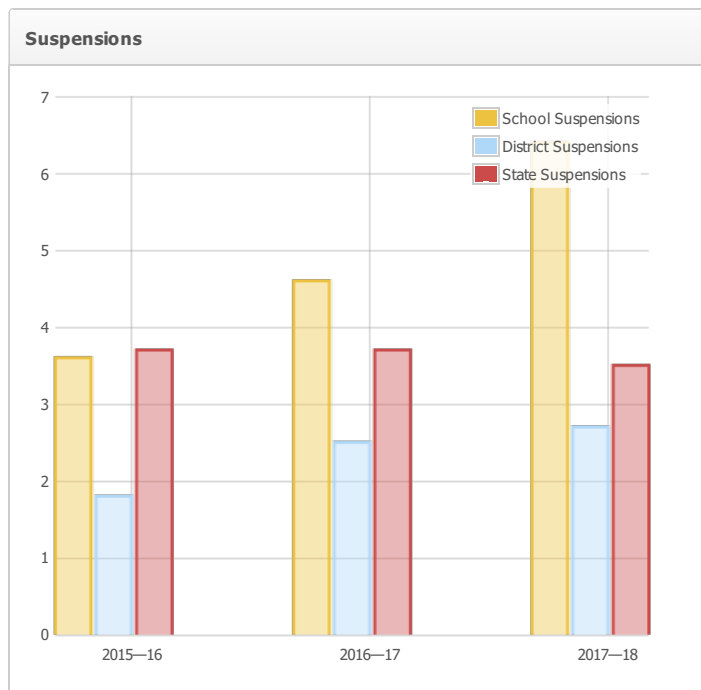
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.6%	4.6%	6.4%	1.8%	2.5%	2.7%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

## School Safety Plan (School Year 2018—19)

Teachers, administrators, support staff and first responders work together to ensure that we maintain a safe and positive learning environment for all students. All visitors are required to check in at the front office and yard duty staff supervise students on the yard and in the cafeteria. All of our schools also implement Positive Behavioral Supports and Interventions and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons.

Pursuant to Sections 32280-32288 of the California Education Code, Shoreline Middle School, writes, develops, and adopts a Comprehensive School Safety Plan relevant to the needs and resources of our school on an annual basis. The Part II-Internal Components of the Comprehensive Safety Plan was discussed with staff in August of 2018. All components of the 2018-19 Comprehensive Safety Plan will be considered by the Board of Trustees on February 6, 2019. Our Comprehensive School Safety Plan is a result of a systematic planning process, that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on our school campus, and contains the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies



- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan is reviewed and updated by March 1st every year.

*Last updated: 2/1/2019*

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	3	24	4
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.0	1	25	4
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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	28.0	4	30	4
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.

Last updated: 1/20/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	10	10	
Mathematics	14.0	2	1	
Science	24.0	3	12	
Social Science	24.0	3	12	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	10	11	
Mathematics	16.0	2		1
Science	25.0	5	10	1
Social Science	25.0	3	12	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	9	11	
Mathematics	24.0	6	10	
Science	24.0	3	12	
Social Science	24.0	5	10	

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

*Last updated: 1/20/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	1.0	500.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.8	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

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

*Last updated: 1/25/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$3530.5	\$3317.4	\$213.1	\$78095.0
District	N/A	N/A	\$404.3	\$81063.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/20/2019*

## Types of Services Funded (Fiscal Year 2017—18)

### Social/Emotional Learning

- PBIS (Positive Behavior Interventions and Supports)
- Second Step (Social Emotional Learning Curriculum)
- Salud y Carino (Girls' Social Skills Group)
- Boys To Men (Boys' Social Skills Group)
- Full time school counselor
- Part-time mental health counselor
- School Psychologist

### Academic Supports:

- Zero period (before school) ELD (English Language Development)
- Zero period (before school) Math (Accelerated Math 1)
- Zero period (before school) 9 week Math Intervention (7th & 8th grade)
- Homework Club in our library after school - 4 days per week

### Extra-curricular activities

- After school sports program
- Clubs (ROV, Chess, Language Ambassadors)

*Last updated: 1/29/2019*

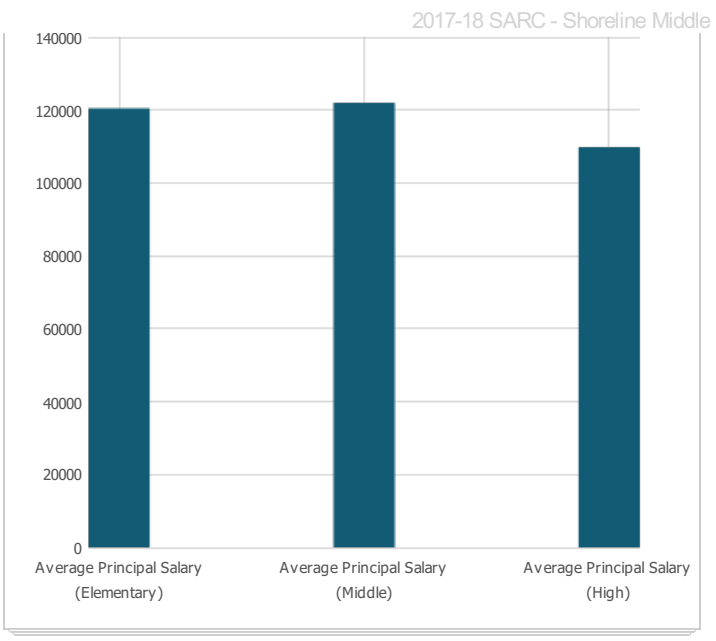
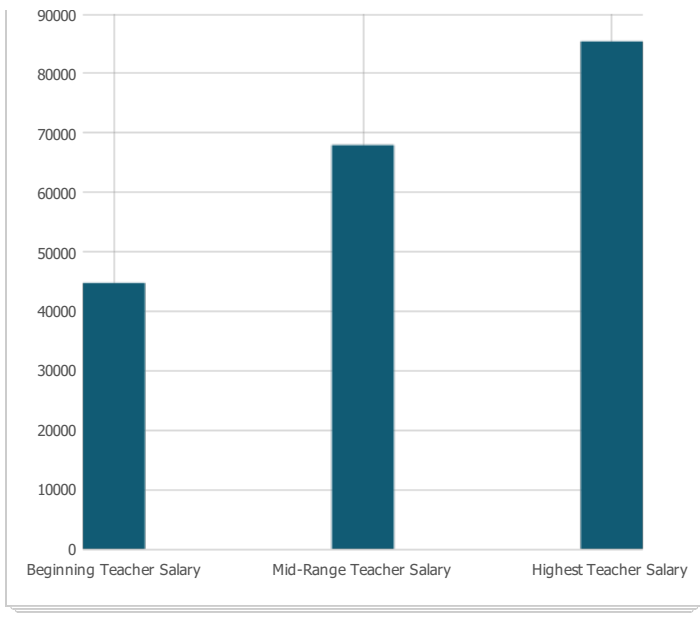
## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$48,064
Mid-Range Teacher Salary	\$67,970	\$75,417
Highest Teacher Salary	\$85,411	\$94,006
Average Principal Salary (Elementary)	\$120,458	\$119,037
Average Principal Salary (Middle)	\$121,958	\$123,140
Average Principal Salary (High)	\$109,818	\$135,974
Superintendent Salary	\$185,200	\$183,692
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

**Teacher Salary Chart**

**Principal Salary Chart**



*Last updated: 1/25/2019*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/25/2019*

**Professional Development**

During the 2016/17 school year, through the LCAP process, it was determined that the district would fund a Math coach and an ELA/ELD coach to lead staff development at the middle school. The needs were identified as follows:

- Lesson Study for Mathematics
- Close Reading using collaborative strategies
- Continued support of ELs in writing and use of language objectives
- Accountable Talk

During the 2017/18 school year, there is a continued coaching focus on argumentative writing and accountable talk. We are also focusing on Growth Mindset across all subject areas. All teachers participate in quarterly professional development trainings. ELD teachers attend 5 days of professional learning around Argumentative Writing for

English Learners. Science teachers attended a 3-day institute on Next Generation Science Standards. Social Studies teachers attended a regional training focused on the new standards and pilot materials available for adoption. English-Language Arts teachers participate in professional learning for our pilot ELA program. Math teachers participate in 4-day summer institute hosted by Silicon Valley Math Initiative as well as Twilight Series after-noon workshops as follow-up. Our instructional coach also provides mentoring to Math teachers. Math teachers participate in an on-going coaching cycle with the Math Instructional Coach. All teachers meet in weekly Professional Learning Communities during collaboration to analyze student data, map out course outlines and lesson objectives to meet the daily formative needs of instruction.

During the 2018/19 school year, through the LCAP process, it was determined that an instructional coach was needed to support all content areas. In recognition of our student population of 55% ever-ELs, the focus of our school-wide, quarterly professional learning has been on language support. Specifically, the learning focused on routines and instructional strategies to facilitate accountable student talk, collaborative group work and raising the rigor of instruction while supporting our ELLs. Professional learning also focused around understanding the structures and expectations of state assessments (SBAC & ELPAC) for all students.

Additionally each department engaged in content-specific professional learning which has taken place in the summer and ongoing throughout the year during weekly PLC/collaboration meetings. Math teachers continued their work with the Silicon Valley Math Initiative (SVMI) during a 3-day summer institute and in six follow-up Twilight evening events. Additionally teachers participated in a MARS assessment cycle with re-engagement. ELD teachers worked with the SC county coordinator for 3 days in the summer as well as ongoing throughout the year to develop standards-based ELD curriculum aligned with our ELA adopted materials. Social Studies teachers attended trainings on the two pilot materials being considered and vetted this year. The PE teachers focused 2 days of summer on integrating our Second Step lessons with our PBIS initiative. Science teachers attended trainings on pilot material and participate in BaySci Group. English Language Arts teachers attended trainings by Pearson to implement newly adopted materials.

*Last updated: 1/28/2019*