

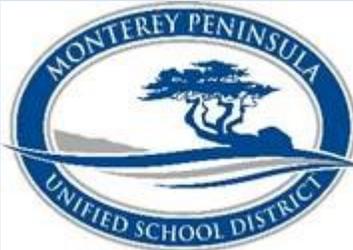


# Walter Colton Middle School

100 Toda Vista St. • Monterey, CA 93940 • (831) 649-1951 • Grades 6-8

Joan Kevorkian, Principal  
jkevorkian@mpusd.net  
wcms.mpusd.net

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
www.mpusd.k12.ca.us

#### District Governing Board

Mr. Tom Jennings, President  
Dr. Jon Hill, Clerk Vice President  
Ms. Wendy Root Askew  
Ms. Debra Gramespacher  
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 Education**  
Bijou S. Beltran  
**Assistant Superintendent Human  
Resources**  
Ryan Altemeyer  
**Associate Superintendent Business  
Services**  
Marci McFadden  
**Chief of Communications and  
Engagement**

### School Description

Walter Colton Middle School is nestled among tall trees on a hill overlooking the beautiful city of Monterey and the Monterey Bay. Our school, built in 1955, began as a junior high school serving grades seven through nine. The school was reorganized to a K-8, to better serve as a neighborhood school. In 2010, Colton was reconfigured as a middle school that is currently educating over 700 students in grades six, seven, and eight.

Colton Middle School is an International Baccalaureate Middle Years Program candidate school. The International Baccalaureate is designed to prepare students for full participation in an increasingly globalized world. It includes courses in all of the traditional subject matters, but is taught in a way that guides students to deeper, more student-driven, trans-disciplinary exploration into issues, questions and problems of global importance. The Middle Years Program shapes curriculum, teaching, and assessment into an inquiry focused learning experience, and consists of eight subject groups integrated through five interactive areas providing global contexts for learning. The goal of the Middle Years Program is to create citizens equipped to develop original ideas while being cognizant of the ethical and cultural impact of their actions.

Colton Middle School students, parents, and staff all hold high expectations for one another, and all students are expected to learn and grow in a safe, nurturing environment that promotes literacy, fosters self-esteem, and challenges students to succeed. We strive to have all students realize their full potential to become productive citizens now and in the future. We have several special programs at Colton, including AVID (Advancement Via Individual Determination), STEM (Science, Technology, Engineering and Math), instrumental music, drama, art, and leadership. All students are encouraged to become involved in these programs as well as our co-curricular programs and practice responsible habits through their participation.

### Mission:

Walter Colton Middle School is committed to developing and empowering open-minded, lifelong learners who recognize their common humanity and help create a better, more peaceful world. We achieve this through innovative, inspiring, rigorous, academic programs which promote respect for the individual, importance of community and appreciation of cultural diversity.

## 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.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 182                |
| Grade 7                                   | 226                |
| Grade 8                                   | 187                |
| <b>Total Enrollment</b>                   | <b>595</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.9                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 4.5                         |
| Filipino                            | 3.5                         |
| Hispanic or Latino                  | 59.2                        |
| Native Hawaiian or Pacific Islander | 1.2                         |
| White                               | 23.9                        |
| Socioeconomically Disadvantaged     | 67.4                        |
| English Learners                    | 15.3                        |
| Students with Disabilities          | 11.3                        |
| Foster Youth                        | 0.3                         |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Walter Colton Middle School                 | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 29    | 30    | 22    |
| Without Full Credential                     | 2     | 2     | 3     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Monterey Peninsula Unified School District  | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 441   |
| Without Full Credential                     | ♦     | ♦     | 40    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Walter Colton Middle School  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 2     | 0     | 1     |

\* 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 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, 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.

| <b>Textbooks and Instructional Materials</b><br>Year and month in which data were collected: August 2018 |   |
|--|---|
| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
| <b>Reading/Language Arts</b>   | Holt, Literature and Language Arts - Adopted 2010<br>Pearson, Reality Central - Adopted 2011<br>Kinsella, Strategic English - Adopted 2011<br>Scholastic Inc, Read 180 - Adopted 2013<br>Teacher-Developed Units of Study - Adopted 2016<br>Textbook and Instructional Materials reviewed August 2017<br>Textbook and Instructional Materials reviewed August 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>Mathematics</b>   | Carnegie Math Course 1 2014 Carnegie Math Course 2 2014 Carnegie Math Course 3 2014<br>Supplemental Teacher-Developed Units of Study - Adopted 2016<br>Textbook and Instructional Materials reviewed August 2017<br>Textbook and Instructional Materials reviewed August 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%   |
| <b>Science</b>   | McDougal Littell, Focus on Earth Science - Adopted 2007<br>McDougal Littell, Focus on Life Science - Adopted 2007<br>McDougal Littell, Focus on Physical Science - Adopted 2007<br>Stem Scopes - Adopted 2016<br>Textbooks and Instructional Materials reviewed August 2017<br>Textbook and Instructional Materials reviewed August 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0%  |
| <b>History-Social Science</b>  | McDougal-Littell, World History: Ancient Civilization - Adopted in 2006<br>McDougal-Littell, World History: Medieval and Early Modern Times - Adopted in 2006<br>McDougal-Littell, Creating America, A History of the U.S. - Adopted in 2006<br>TCI Supplemental - Adopted 2017<br>Textbook and Instructional Materials reviewed August 2017<br>Textbook and Instructional Materials reviewed August 2018<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 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%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit [www.mpusd.net](http://www.mpusd.net) 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 2018                     |               |   |
| System Inspected   | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | Good          |   |
| <b>Interior:</b><br>Interior Surfaces                                      | Good          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation       | Good          |   |
| <b>Electrical:</b><br>Electrical   | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | Good          |   |
| <b>External:</b><br>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

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 32.0   | 31.0  | 38.0     | 39.0  | 48.0  | 50.0  |
| Math                                    | 15.0   | 16.0  | 27.0     | 27.0  | 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.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | 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 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.

### 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

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 21.1  | 26.6   | 27.5   |

\* 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.

**School Year 2017-18 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> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 577                     | 570                  | 98.79                 | 30.58                          |
| <b>Male</b>                                | 294                     | 292                  | 99.32                 | 20.27                          |
| <b>Female</b>                              | 283                     | 278                  | 98.23                 | 41.37                          |
| <b>Black or African American</b>           | 17                      | 17                   | 100.00                | 41.18                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                             |
| <b>Asian</b>                               | 26                      | 25                   | 96.15                 | 44.00                          |
| <b>Filipino</b>                            | 20                      | 20                   | 100.00                | 65.00                          |
| <b>Hispanic or Latino</b>                  | 343                     | 340                  | 99.13                 | 21.24                          |
| <b>Native Hawaiian or Pacific Islander</b> | --                      | --                   | --                    | --                             |
| <b>White</b>                               | 135                     | 134                  | 99.26                 | 47.01                          |
| <b>Two or More Races</b>                   | 28                      | 26                   | 92.86                 | 19.23                          |
| <b>Socioeconomically Disadvantaged</b>     | 412                     | 407                  | 98.79                 | 23.89                          |
| <b>English Learners</b>                    | 243                     | 243                  | 100.00                | 16.53                          |
| <b>Students with Disabilities</b>          | 63                      | 60                   | 95.24                 | 1.67                           |

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 2017-18 CAASPP Assessment Results - Mathematics**  
**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                        | 577                     | 570                  | 98.79                 | 15.79                          |
| Male                                | 294                     | 291                  | 98.98                 | 13.4                           |
| Female                              | 283                     | 279                  | 98.59                 | 18.28                          |
| Black or African American           | 17                      | 17                   | 100                   | 5.88                           |
| American Indian or Alaska Native    | --                      | --                   | --                    | --                             |
| Asian                               | 26                      | 25                   | 96.15                 | 32                             |
| Filipino                            | 20                      | 20                   | 100                   | 40                             |
| Hispanic or Latino                  | 343                     | 340                  | 99.13                 | 8.82                           |
| Native Hawaiian or Pacific Islander | --                      | --                   | --                    | --                             |
| White                               | 135                     | 134                  | 99.26                 | 27.61                          |
| Two or More Races                   | 28                      | 26                   | 92.86                 | 15.38                          |
| Socioeconomically Disadvantaged     | 412                     | 407                  | 98.79                 | 11.55                          |
| English Learners                    | 243                     | 242                  | 99.59                 | 8.68                           |
| Students with Disabilities          | 63                      | 60                   | 95.24                 | 0                              |

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 2018-19)

There are many opportunities to volunteer at Walter Colton Middle School. Parents are welcome to work in the classrooms, help in the office and with lunchtime supervision, and chaperone field trips. Our School Site Council (SSC) and International Baccalaureate Advisory Committee (IBAC) is run with shared leadership among students, parents, and staff members. The School Site Council and International Baccalaureate Advisory Committee members volunteer their time to advise the Principal on usage of school funds and development of Middle Years Program transition criteria, as well as assist in developing the LCAP (Local Control Accountability Plan) site plan. In addition, our English Language Advisory Committee (ELAC) supports EL students. ELAC receives full reports from the SSC (School Site Council), IBAC and PTA and participates in parent education, receives English Learner assurances and its components, and provides information to parents.

Our PTA is very active and has helped us raise funds for computers for our lab, enriching field trips, teacher supplies, and co-curricular activities for the students. The PTA supports many of the programs at the school with added financial resources for materials and facility upgrades. New members are always encouraged to participate.

#### 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](http://www.mpusd.net).

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

At Walter Colton Middle School, the safety of our students is paramount. We recognize that we are responsible for creating a learning environment that provides all students with the behavioral and academic skills necessary to reach their fullest potential and become responsible lifelong learners. With this goal in mind, we have several critical elements in place to support our site. PBIS (Positive Behavior Intervention and Support) enhances the ongoing efforts to meet the needs of the students.

Also, our plan includes greater support for safety on our campus. Staff monitor the school grounds before school, during breaks and lunches, and after school. Two campus security monitors are on site every day and support the site before, during, and after school hours as well. The district has also worked hand in hand with local law enforcement to provide the school with the support of a SRO (School Resource Officer). This officer is specially trained to build positive relationships with our students and is utilized for interventions and programs to support students' socio-emotional needs.

The school safety plan is reviewed with the faculty and staff during faculty meetings annually. We have developed a comprehensive plan that includes fire, earthquake, and hostile intruder responses. The plan addresses procedures for emergencies, exit routes, and inventories of emergency supplies. There are quarterly fire drills and planned earthquake and intruder drills. Teachers review the regulations for drills with their students.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 13.2    | 15.2    | 9.5     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 4.5     | 3.6     | 3.2     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 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.

| Academic Counselors and Other Support Staff at this School |       |
|--|-------|
| Number of Full-Time Equivalent (FTE)                       |       |
| Academic Counselor   | 2     |
| Counselor (Social/Behavioral or Career Development)        | 0.0   |
| Library Media Teacher (Librarian)                          | 0.5   |
| Library Media Services Staff (Paraprofessional)            | 0     |
| Psychologist   | 0.5   |
| Social Worker  | 0     |
| Nurse  | 0.2   |
| Speech/Language/Hearing Specialist                         | 1     |
| Resource Specialist (non-teaching)                         | 0     |
| Other  |       |
| Average Number of Students per Staff Member                |       |
| Academic Counselor   | 289.5 |

\* 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.

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

| Subject        | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|----------------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
|                |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|                | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English        | 25.0               | 21.0    | 23.0    | 8                     | 10      | 8       | 10      | 11      | 13      | 4       | 4       |         |
| Mathematics    | 24.0               | 26.0    | 26.0    | 6                     | 4       | 3       | 11      | 7       | 10      | 3       | 6       | 3       |
| Science        | 31.0               | 30.0    | 23.0    | 1                     | 3       | 5       | 8       | 2       | 10      | 8       | 11      | 4       |
| Social Science | 28.0               | 28.0    | 26.0    | 2                     | 4       | 4       | 12      | 5       | 10      | 3       | 8       | 3       |

\* 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**

The professional development at Walter Colton Middle School is focused on the Professional Learning Community, high leverage instructional strategies, Positive Behavior Intervention and Supports (PBIS), Restorative Justice, and transforming school culture to align with the International Baccalaureate Middle Years Programme (IB MYP) framework. The focus areas were chosen through a needs assessment, classroom observation, student discipline data, and IB MYP pre-implementation requirements.

Professional development is delivered through after-school and full-day workshops, conference and workshop attendance, and individual coaching and mentoring. Our teachers are supported during the implementation of professional development by ongoing professional development and support, monitoring and feedback, coaching, data collection and individual mentoring.

Staff participate in weekly PLCs, as well as regular districtwide professional development opportunities.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$44,875        | \$47,547                                     |
| Mid-Range Teacher Salary                       | \$65,733        | \$74,775                                     |
| Highest Teacher Salary                         | \$97,355        | \$93,651                                     |
| Average Principal Salary (ES)                  | \$100,517       | \$116,377                                    |
| Average Principal Salary (MS)                  | \$104,946       | \$122,978                                    |
| Average Principal Salary (HS)                  | \$114,217       | \$135,565                                    |
| Superintendent Salary                          | \$206,150       | \$222,853                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 34.0            | 35.0   |
| Administrative Salaries                        | 7.0             | 6.0  |

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | \$5,454                | \$62       | \$5,392      | \$58,873               |
| District   | ◆                      | ◆          | \$8,489      | \$68,002               |
| State  | ◆                      | ◆          | \$7,125      | \$76,522               |
| Percent Difference: School Site/District                           |                        |            | -44.6        | -14.4                  |
| Percent Difference: School Site/ State                             |                        |            | -27.7        | -26.1                  |

\* Cells with ◆ 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.