



# Ord Terrace Elementary School

1755 La Salle Ave • Seaside, CA 93955 • (831) 392-3922 • Grades K-5

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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.  
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#### District Governing Board

Mr. Tom Jennings, President

Ms. Wendy Root Askew

Ms. Debra Gramepacher, 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**

Dr. Manny Nuñez  
**Assistant Superintendent Human  
Resources**

Ryan Altemeyer  
**Associate Superintendent Business  
Services**

Marci McFadden  
**Chief of Communications and  
Engagement**

Donnie Everett  
**Assistant Superintendent Multi  
Tiered Systems of Support**

### School Description

Dear Community Members and Parents,

Ord Terrace Elementary School is a TK-5th grade elementary school overlooking Monterey Bay in Seaside, California. We are proud of our dynamic and diverse staff, hard-working students, and dedicated families. Staff members are highly trained professionals who promote the school's mission: to provide a positive learning environment, establish high expectations, and work collaboratively with each other, families, and the community to ensure all students achieve academic success and demonstrate social responsibility. Ord Terrace staff members are dedicated to the belief that all children can learn and grow in a safe, orderly and positive environment.

Ord Terrace is a school that places social justice front and center. Our school-wide theme is "Our voices shape our world." We believe that all students should feel empowered to use their voices to share their unique perspectives and make positive changes within our school and local communities, as well as within the world. Throughout the school year, students are engaged in six elements of inquiry-based learning: understanding of self, understanding of others, understanding social justice issues, understanding change movements, raising awareness for issues students feel are important, and engaging in social justice actions. Students learn how to use empowering academic language and develop strong social relationships to voice their opinions and become change agents who contribute to civic discourse and positive individual and collective actions.

Ord Terrace uses a Multi-tiered System of Supports (MTSS) approach for academic learning and social emotional learning (SEL). All students receive high-quality core instruction, as well as differentiated instruction that targets each student's individual needs. We have several paraprofessional and certificated support staff who take a team approach. We monitor the progress of students in our intensive interventions and adjust the programs as needed. Ord Terrace staff is implementing a school-wide Positive Behavior Intervention and Supports (PBIS) framework. PBIS is a multi-tiered model that teaches students how to respect and value self and others, and integrates and sustains evidence-based interventions to meet the behavior needs of all students. We believe in the importance of providing an environment in which the unique talents, needs, and abilities of every member of our school community are supported. The consistency of this approach benefits the needs of all students at Ord Terrace. As part of PBIS, we implement the Playworks structured recess program. This promotes a fun recess time and prevents bullying. We also use the Olweus program that promotes community-building, fostering respect, and prevention of unkind behaviors.

Most importantly, our school thrives on collaboration. Building a Professional Learning Community (PLC) and collegiality helps give staff the knowledge, attitudes and skills to provide powerful learning environments for all students. In addition to weekly grade-level data analysis PLCs, staff comes together in various groups to study research-based methods and brainstorm strategies to implement high quality instructional practices.

## Major Achievements

- We believe social justice is a critical outcome of education, and we are proud of the work we have accomplished so far to lay the groundwork for this school-wide focus.
- We have several Instructional Assistants who support targeted, intensive interventions to students throughout the school day.
- We host a Newcomer Academy to support elementary school students who are new to MPUSD and are at the emerging level of English language acquisition.
- We use an integrated model to blend our special education programs with our general education programs when possible. Collaboration between special education staff and general education staff enhances the delivery of instruction for all students.
- Our teachers have completed rigorous professional development sessions for common core close reading, math, and English Language Development. All staff have a growth mindset and believe that learning is a continuous process that never stops, even for adult learners.
- We hold family nights every year. During these evenings, families come and participate in activities that help enrich the connections between school and home learning.
- We were the first school in Monterey County to implement Positive Behavior Intervention and Supports (PBIS), and have had a consistent program for more than 10 years.

I invite anybody to visit our school to see the hard work of our students and staff in action! I look forward to giving you a personal tour!

Sincerely,

Joe Sampson

Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	78
Grade 2	75
Grade 3	79
Grade 4	74
Grade 5	86
<b>Total Enrollment</b>	<b>487</b>

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
Asian	1
Filipino	1
Hispanic or Latino	89.9
Native Hawaiian or Pacific Islander	1.6
White	2.7
Two or More Races	2.7
Socioeconomically Disadvantaged	93.4
English Learners	72.3
Students with Disabilities	9.7
Foster Youth	0.2
Homeless	14.8

## 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 Ord Terrace Elementary School	17-18	18-19	19-20
With Full Credential	23	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula Unified School District	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 Ord Terrace Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 2019-20)

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

### Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Great Minds, Eureka Math -Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Accelerate Learning Inc. STEMScopes - Adopted 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%
History-Social Science	Houghton-Mifflin History-Social Science - Adopted in 2007 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%
Visual and Performing Arts	Hands-on, project-based visual and performing arts, 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.mpsud.net](http://www.mpsud.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	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>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	33	39	39	37	50	50
Math	25	28	27	26	38	39

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

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

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
5	32.1	21.4	6.0

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	234	227	97.01	39.21
Male	121	117	96.69	25.64
Female	113	110	97.35	53.64
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	209	96.76	36.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	215	97.29	36.74
English Learners	198	191	96.46	36.65
Students with Disabilities	16	16	100.00	6.25
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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	234	233	99.57	27.90
Male	121	121	100.00	26.45
Female	113	112	99.12	29.46
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	215	99.54	25.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	221	220	99.55	25.91
English Learners	198	197	99.49	24.87
Students with Disabilities	16	16	100.00	0.00
Foster Youth	--	--	--	--
Homeless	39	39	100.00	0.00

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

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

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

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

There are many opportunities for family involvement at Ord Terrace. We believe that parents are an integral part of our work and view parents as partners with the school and students.

The school convenes an annual meeting to inform parents and families of Title I students about Title I requirements and about the right of parents and families to be involved. A minimum of one meeting is held each year to explain the Title I program. During the annual meeting, the school provides parents and families with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During the annual meeting, achievement data, including state tests for English language arts (ELA), math, and science, and English Learner Proficiency Assessment Consortium (ELPAC) data is made available and explained to the parents and families.

Family members can volunteer in the classrooms, in the cafeteria, on field trips, and during special events such as school-wide learning celebrations. Parents are often on campus assisting with different activities, attending workshops, and celebrating student achievement. We understand that parents' schedules can vary, and we offer flexible scheduling opportunities so busy parents can participate in school activities in a variety of ways.

We invite parents to give feedback by attending our active English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC) meetings. All of these groups allow parents opportunities to give input about the school's program as well as learn more about how to support their children. Our ELAC is focused on reviewing information about English Learners. Parents also learn about how to support their students' needs as they acquire English language skills. Our SSC parents work side by side with the faculty and staff to help allocate and monitor the use of Title 1 funds. Parents and families are invited to serve on the School Site Council and/or are always welcome to attend the School Site Council meetings whether serving on the Board or not. The ELAC Board is asked to report as an advisory committee to the School Site Council at least once per year. Data review and explanation, program effectiveness, and revisions to the parent and family engagement policy, and the current School-Parent Compact are agenda items during the annual Title I meeting. The PTO meets to conduct fundraisers, plan celebrations, and provide a forum for sharing compliments and concerns. The principal and the bilingual family liaison are the contact people for all questions about parent involvement. We administer a school-wide family survey to measure parent involvement as well as improve our engagement of families. The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. The school involves parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent and family engagement policy. The school solicits input from parents and families and the School Site Council at least once each year.

We believe parents and teachers should have clear lines of communication. Parents and families are given the option to meet with their child's teacher during parent conferences at least once per year. Parents and families can always request to meet with their child's teacher at additional times. The school provides parents and families of Title I students with timely information about programs. Information is communicated regularly through the monthly newsletters, the school website, through ParentSquare, at other parent and family meetings such as PTO, ELAC, and SSC, and the at yearly Title I Meeting. Parents can contact the principal by phone at 831-392-3922, or by email at jsampson@mpusd.net.

**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. Ord Terrace Elementary School's plan is posted on the website at ordterrace.mpusd.net, as well as the district website at www.mpusd.net.

The Ord Terrace School Safety Plan is revised annually. The School Safety Team updates all aspects of the School Safety Plan, including earthquake evacuation procedures and intruder alerts.

School staff update the school evacuation maps annually and work with district staff to ensure facilities are safe and orderly. Staff also help to revise the student supervision schedule and develop effective safety practices for recess and safety drills.

Ord Terrace conducts monthly safety drills to practice emergency procedures, including intruder drills (aligned to the ALICE - Alert, Lockdown, Inform, Counter and Evacuate protocols), earthquake drills, and fire drills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	1.1	0.4
Expulsions Rate	0.0	0.0	0.0

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

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



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
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+
K	22	1	3		21	2	3		20	2	3	
1	25		3		23		3		25		3	
2	24		3		26		3		24		3	
3	21	1	3		24		3		26		3	
4	26		3		27		3		24		3	
5	24	1	3		23	1	3		23	1	3	
Other**	9	1										

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

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

### Professional Development provided for Teachers

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

All teachers receive ongoing professional development aligned to the school's SPSA and district LCAP. Student achievement data (Smarter Balanced, ELPAC, and curriculum-based assessments) indicated that English Learners had the greatest needs for academic growth, and thus all professional development has been aligned with those needs. Each year, teachers attend approximately 40 hours of on-site after school professional development. Topics include administering and analyzing running records, planning guided reading with English Learner scaffolding, small group math instruction, Zearn math implementation, teaching writing with English Learner supports and Tier 2 reading instruction. Teachers have received ongoing professional development on PBIS systems, including positive teacher language, Tier 1 supports, and developing positive relationships through daily class meetings.

During professional development cycles, teachers receive ongoing coaching support from a full time academic coach and the principal. Teachers monitor student learning using formative assessments and meet weekly with their colleagues to analyze data and plan instruction that integrates the learning from the professional development.

**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**

Ord Terrace uses many different services and programs to support students, including Web-based intervention programs i-Ready and Zearn, Instructional Assistants who support the SIPPS reading intervention program, a lead Instructional Assistant who supports the school's Tier 2 intervention programs. 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	5,532	616	4,916	72,098
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	-56.2	-2.8
School Site/ State	-39.0	-14.6

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.