Los Arboles Middle School

294 Hillcrest Ave. • Marina, CA 93933 • (831) 384-3550 • Grades 6-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Monterey Peninsula Unified School District
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Principal's Message

Welcome to Los Arboles Middle School, where we are "LAMS Strong", sharing a collective commitment to engaging our scholars in real-world experiences to help them become their best selves in high school, college, career, and beyond.

Los Arboles Middle School (LAMS) serves approximately 580 scholars. Our amazing and dedicated staff work together to support all of our scholars academically, socially, and emotionally through a multi tiered system of support lens. We provide a robust learning environment that includes after-school and extracurricular activities for our scholars in addition to our regular school day. These activities include but are not limited to sports programs like basketball, cheerleading, flag football, soccer, and volleyball as well as clubs like chess, video gaming, LGBTQ, notebook design, drama, and skateboarding. Additionally, visual and performing arts programs like choir, band, orchestra, and our drama club are growing yearly at LAMS. We also provide an Expository Learning Experience for our scholars each day, where scholars have an opportunity to engage in a Project Based Learning (PBL) experiences through our CTE career center, outdoor environmental classroom, AVID program, and our STEM/PBL classrooms. At Los Arboles Middle School, we believe that every child will be successful and is a scholar, and we work hard to ensure that result. We are proud of our diversity and embrace each other and our community. We celebrate and honor our scholars throughout the year to recognize their outstanding work and commitment to growth; in that scholars are challenged to show leadership, accountability, motivation, and safety in all classrooms and campus settings each day. Our staff is committed to pushing our scholars to think in new and different ways, providing them with a standards-based curriculum, deep questioning, inquiry based tasks, engaging challenges, and real world problems. Staff members receive ongoing professional development to ensure that we are using the most current academic practices.

As you read our School Accountability Report Card, we hope that you will see a school that seeks to continuously improve and one that is dedicated to our community. This school year we are continuing our growth in developing the vision for LAMS as an emerging Early College and Career middle school through a Linked Learning approach. This model is exciting as it will provide our scholars with an advantage by opening the doors to unique opportunities during middle school and beyond. We also encourage you to get involved with your child's education and school. Studies show that when parents are involved in their child's education, the child will perform better academically and socially. With your support, we will continue to make Los Arboles Middle School a wonderful middle school for our scholars. We hope to see you on campus!

School vision: At Los Arboles Middle School, we promote a growth mindset and foster positive relationships amongst all scholars and staff. We embrace diversity, promote equity, and engage staff and student voice. We empower scholars to be agents of change who are self-aware learners, and thinkers prepared for life within their communities, in our nation, and our global society. We provide an Early College and Career experience for all scholars through a Linked Learning approach of project and work-based learning, career-technical education, strong systems of support, and integrated, real-word academics.

Reginald Breland

Principal

Major Achievements
- Through professional development, we continue to strengthen our Professional Learning Communities (PLC). PLCs focused on the Cycle of Inquiry (What do we want our scholars to learn? How will we know the scholars learned it? How will we respond when the scholars haven't learned it? How will we respond when the scholars have learned it?). PLCs create at least one common formative assessment each quarter and share the results at a quarterly meeting.
- We continued the sixth-grade and seventh grade team taught classrooms. Where each team has a common prep period and allows for more consistent collaboration. This model not only benefits the scholars, but the teachers as well. Teachers used this time to focus on meeting the needs of scholars, aligning curriculum with standards, looking at scholar data to drive instruction, and working collaboratively to create common assessments.
- All teachers received PBL 101 training via the Buck Institute.
- Through collaboration with various local groups, we were able to provide after-school enrichment activities, including sports, tutoring, arts and counseling groups.
- Los Arboles holds quarterly Scholar Celebrations with families to recognize scholar's hard work, attendance, and academic achievement.
- AVID (Advancement Via Individual Determination) has increased in the number of class sections being offered and now has added a 6th-grade course.
- Saturday Academy is offered to our scholars to extend their learning opportunities.
- We have added additional tutoring to our after school programs as well as offering tutorial support in the classrooms. Teachers are being trained in techniques designed to serve English Learners as well as being trained in district-adopted curriculum through professional development classes in math (Ready Math) and reading/language arts (iReady and Ready Reading).
- Language arts, math, and science teachers are administering quarterly assessments. These assessments will allow teachers to gain feedback and direction for assisting all scholars in meeting the Common Core Standards.
- We provide Learning Walks throughout the year to enhance professional development and to encourage teachers to learn from their colleagues. We also participate in Instructional Rounds to improve practices at each level and to identify areas in need of continued growth. Teachers also engage in peer-to-peer observation and lesson design cycles.

Planned Improvement and School-wide Goals
- We are taking many measures to ensure that our scholars are receiving the best education possible. We have established an Instructional Leadership Team and a School Site Council that work with the district, scholars, families, and Marina Community members to develop and implement a Single Site School Plan focusing on all of our scholars achieving proficiency.
- We are in the process of implementing many new strategies in order to close the achievement gap such as focusing on the goal of implementing AVID as our instructional model school-wide and participating in weekly data discussions.
- We have recognized that a high percentage of our scholars have met the criteria of chronic absenteeism. We need to provide targeted support in order to enhance attendance while identifying reasons leading to the high levels of absences in our learning community.
- We recognize that a large percentage of our scholars are reading below grade level. We are implementing efforts designed to improve reading levels through school-wide initiatives as well as targeted, intervention instruction. Specifically we are using the Linda Mood Bell Program (LMB) to help identify needs and close the gap between student performance and their potential through use of the LMB's Visualizing and Verbalizing (V/V) and Seeing Stars programs.
- Our specific school-wide goals aligned with our SPSA are as follows: (1) Increase the percentage of students in Tier I Mathematics iReady diagnostic (at or above grade level) from 12% to 25%. (2)English Language Learners will advance one proficiency level or maintain proficiency (levels 4) on the ELPAC. (3) Los Arboles Middle School will maximize opportunities to positively effect school climate and maintain an inclusive campus. (4) Increase the percentage of students in the iReady ELA Diagnostic Proficiency Level (at or above grade level) 22.9% to 41%.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	184
Grade 7	205
Grade 8	179
Total Enrollment	568

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.5
Asian	5.8
Filipino	7.7
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	4.6
White	16.4
Two or More Races	10
Socioeconomically Disadvantaged	71.8
English Learners	16.2
Students with Disabilities	13.6
Foster Youth	0.4
Homeless	11.1

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 Los Arboles Middle	17-18	18-19	19-20
With Full Credential	22	23	20
Without Full Credential	3	2	3
Teaching Outside Subject Area of Competence	0	0	0

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

Teacher Misassignments and Vacant Teacher Positions at Los Arboles Middle 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	2	0

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

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

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	29	31	39	37	50	50
Math	16	15	27	26	38	39

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	24.5	15.3	12.2

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	569	565	99.30	31.38
Male	285	282	98.95	23.84
Female	284	283	99.65	38.87
Black or African American	20	20	100.00	35.00
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100.00	41.67
Filipino	42	42	100.00	42.86
Hispanic or Latino	293	291	99.32	25.77
Native Hawaiian or Pacific Islander	23	23	100.00	21.74
White	88	87	98.86	37.21
Two or More Races	61	60	98.36	38.33
Socioeconomically Disadvantaged	413	411	99.52	28.78
English Learners	208	206	99.04	19.51
Students with Disabilities	81	79	97.53	5.06
Foster Youth	--	--	--	--
Homeless	66	64	96.97	3.03

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	568	563	99.12	15.10
Male	285	282	98.95	12.77
Female	283	281	99.29	17.44
Black or African American	20	20	100.00	10.00
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100.00	38.89
Filipino	41	41	100.00	21.95
Hispanic or Latino	293	290	98.98	11.03
Native Hawaiian or Pacific Islander	23	23	100.00	13.04
White	88	87	98.86	18.39
Two or More Races	61	60	98.36	11.67
Socioeconomically Disadvantaged	413	410	99.27	12.44
English Learners	208	206	99.04	10.19
Students with Disabilities	81	79	97.53	5.06
Foster Youth	--	--	--	--
Homeless	66	64	96.97	3.03

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)
The School Site Council includes parents who volunteer their time to help make decisions about how to best use school funds as well as assist in developing the School Plan for Student Achievement. We are also currently revamping our Parent Teacher Student Association (PTSA) which supports teachers, scholars, and families through fun activities and fundraising events. Information on how to join is located on our website. The English Language Advisory Committee provides parents of English Learners support, resources to learn about our school and programs, and share concerns. We meet three times a year with times being posted on our website. We also host several other functions in which we invite community members as well as parents to participate, back to school night, for example our end of semester celebrations, coffee with the principal, parent conferences, family fun nights, community luau, etc. Parents are also asked to chaperone field trips, school dances, act as guest speakers, and assist in the office and classrooms. To volunteer at LAMS, please contact the office 831-384-3550. We additionally have a Community Liaison who actively communicates with, and builds relationships with, parents and members of the community. Los Arboles Middle School holds four Scholar Celebrations during the school year and Parent-Teacher-Student conferences two times per year. The Parent Portal is provided for parents to access student grades, a school newsletter is made available regularly, and other assessment reports such as reading levels that parents receive to inform them of their child's progress towards their established goals is provided. ParentSquare has become a wonderful means of communicating with parents, guardians, and community and we see the usage increasing and becoming even more of effective over the coming years, and all parents can sign-up via our school registrar.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

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

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

Los Arboles Middle School has an updated schoolwide safety plan that our School Site Council (SSC) reviews and approves annually prior to March 1. The plan contains scholar schedules, contact information, site maps, and gas valve locations. We practice earthquake, fire, and intruder drills quarterly and in partnership with our local emergency services to include the fire department and police department. The campus is supervised for 15 minutes before and after school and during passing periods, break, and lunch. Visitors sign-in and sign-out at the front office and wear a visitor's pass while on campus. We continue to implement the district-adopted Positive Behavior Intervention and Support plan as well as implement the 'Time to Teach' program for the fifth year, which is having a positive impact on scholar behavior and discipline. Our school's comprehensive safety plan is regularly visited and discussed with staff to include professional development and trainings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.3	8.8	8.5
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*	568.0

* 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
6	26	8	23	4	31	4	7	22	23	11	16	3

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	7	12	1	23	11	8	4	20	17	8	3
Mathematics	24	5	6	6	23	6	6	6	23	9	7	3
Science	28	3	6	6	32	1	2	9	26	5	6	3
Social Science	30	1	5	6	29	2	5	5	27	2	2	2

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

Professional Development provided for Teachers

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

Teachers dedicate time each year to improve their professional teaching skills and to extend their knowledge of the content area in which they teach. Teachers attend professional trainings offered through the site, district, county, and outside agencies. Many staff members attended the AVID training in the fall of 2019. As we continue our pursuit towards an Early College and Career Model, our Instructional Leadership Team attended the Linked Learning Conference, with the 2018-2019 conference being the third conference with Los Arboles Middle School representation. The primary focus for staff development was selected and designed by the Instructional Leadership Team, which is composed of six teachers, the Academic Coach, and two administrators. The selection and decisions are driven by data, including student achievement data, and in alignment with teacher and student preferences, acquired from surveys, for areas they would like to develop further. In addition, this school year we have explored one-on-one professional development cycles where teachers (1) observe another teacher's lesson, (2) co-plan and implement a lesson, and (3) observe and provide feedback based on implementation. Project Based Learning (PBL) has been a main focus for our staff as we have partnered with the Buck Institute and PBLWorks to provide on going trainings such as PBL 101, project implementation, and sustained support visits, for all teachers. Our Multi tiered system and supports approach to supporting the whole child involves, Growth Mindset and Culture work, Restorative Justice and Mediation, Mindfulness, AVID strategies writing, inquiry, collaboration, organization and reading (WICOR), ALiCE safety response training, English learners across all content areas, Linda Mood Bell training, iReady Reading, and Ready Math training. Staff professional development is also ongoing and supported throughout implementation via coaching cycles, observation-feedback cycles, teacher-administrator meetings, and mentoring.

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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	4,973	274	4,699	68,509
District	N/A	N/A	8,757	
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-60.3	3.1
School Site/ State	-28.3	-8.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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.