



# Los Arboles Middle School

294 Hillcrest Ave. • Marina, CA 93933 • (831) 384-3550 • Grades 6-8

Reginald Breland, Principal

rbreland@mpusd.k12.ca.us

<https://www.losarbolesmiddle.org/>

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

### 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  
Elementary Secondary**

Bijou S. Beltran

**Assistant Superintendent Human  
Resources**

Ryan Altemeyer

**Associate Superintendent Business  
Services**

Marci McFadden

**Chief of Communications and  
Engagement**

### Principal's Message

Welcome to Los Arboles Middle School, a "Community of Caring" school. We are proud of our diversity, which we celebrate and honor on our campus throughout the year.

Los Arboles Middle School serves approximately 625 scholars. Our talented and dedicated staff work together to support all of our scholars academically, socially, and emotionally. We provide many after-school and extracurricular activities for our scholars in addition to our regular school day. We also provide an Exploratory Period each day, where scholars have an opportunity to engage in exploratory elective experiences such as learning Spanish, Russian, German, Gardening, STEM, Chess, Choir and more during the school day! We, at Los Arboles Middle School, believe that each child can be successful, and we work hard to ensure that result.

Our staff is committed to providing a standards-based curriculum and holding our scholars to these standards. Staff members receive ongoing professional development to ensure that we are using the most current academic practices. We are proud of our staff's professionalism, high academic standards, and hard work.

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 as we passionately partake 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 envision a school culture that embraces diversity, promotes equity, and engages student voice. We empower scholars to be agents of change who are self-aware learners, and thinkers prepared for life within their communities and a global society. We provide an Early College and Career exploration for all scholars through a Linked Learning approach of work-based learning, career-technical education, strong systems of support, and integrated, real-world 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 academy to allow for more PLC time within the grade level. 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.
- We have implemented many parts of our Single School Site Plan to continue to provide meaningful learning opportunities for our scholars and more support for our parents and community.
- 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.
- With the addition of our Exploratory Period, every scholar will have at least 4 exploratory experiences each school year and a minimum of 12 exploratory experiences by the time they graduate from Los Arboles Middle School.
- All of our English Learners are receiving equitable minutes of designated ELD instruction.
- AVID (Advancement Via Individual Determination) has increased in the number of class sections being offered (4 total) and now has added a 6th-grade course, resulting in an AVID program that is offered to our 6th-grade scholars while opening the doors for our scholars to be involved in AVID for all three years of their middle school experience in preparation for high school and beyond.
- Saturday Academy is now being 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 and reading/language arts.
- 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.
- We have created intervention classes to meet the learning needs of all of our scholars in the areas of math, reading, and language support.
- Our specific school-wide goals aligned with our SPSA are as follows: (1) Seventy-five percent of 8th-grade scholars enrolled at LAMS since 6th grade will be reading at, or above, an 8th-grade text level (1010-1185 indicates an 8th-grade student is on track to being college and career ready) Lexile measured by NWEA assessment; (2) Our English Language Learners will advance one proficiency level or maintain proficiency (levels 4, 5) on the California English Language Development Test (CELDT). The rate will increase from 46.6% to 80%; (3) Chronic absenteeism will decrease from 16.6% to 14%.

## 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                                   | 223                |
| Grade 7                                   | 184                |
| Grade 8                                   | 221                |
| <b>Total Enrollment</b>                   | <b>628</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 5.3                         |
| American Indian or Alaska Native    | 0.8                         |
| Asian                               | 5.6                         |
| Filipino                            | 6.8                         |
| Hispanic or Latino                  | 52.4                        |
| Native Hawaiian or Pacific Islander | 3.2                         |
| White                               | 17.8                        |
| Socioeconomically Disadvantaged     | 71.7                        |
| English Learners                    | 16.6                        |
| Students with Disabilities          | 15.6                        |
| Foster Youth                        | 0.6                         |

## 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                         |       |       |       |
|---|-------|-------|-------|
| Los Arboles Middle School                   | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 25    | 22    | 23    |
| Without Full Credential                     | 2     | 3     | 2     |
| 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 |       |       |       |
|--|-------|-------|-------|
| Los Arboles Middle School  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 2     |

\* 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.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: August 2018 |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts   | Holt, Literature and Language Arts - Adopted 2010<br>Kinsella, Strategic English - Adopted 2011<br>Scholastic Inc, Read 180 - Adopted 2013<br>Teacher-Developed Units of Study - Adopted 2016<br>Amplify - Piloted 2016-17 school year<br>i - Ready Instruction (supplemental online)<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% |
| Mathematics   | Carnegie Math Course 1 2014<br>Carnegie Math Course 2 2014<br>Carnegie Math Course 3 2014<br>Math 180 - Adopted 2015<br>Supplemented Teacher Units of Study - Adopted 2016<br>i - Ready Instruction (supplemental online)<br>Ready Math (Piloting 2018-19)<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%                            |
| Science   | Stem Scopes - Adopted 2016<br>Textbook and Instructional Materials reviewed August 2017<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%  |
| History-Social Science  | 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 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%       |
| Foreign Language  | Spanish<br><b>The textbooks listed are from most recent adoption:</b> Yes  |
| Visual and Performing Arts  | Band, Orchestra<br><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%.

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                                      | Fair          |   |
| <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                                     | 30.0   | 29.0  | 38.0     | 39.0  | 48.0  | 50.0  |
| Math                                    | 19.0   | 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           | 18.5  | 20.2   | 13.5   |

\* 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>                        | 609                     | 604                  | 99.18                 | 28.64                          |
| <b>Male</b>                                | 308                     | 304                  | 98.70                 | 21.05                          |
| <b>Female</b>                              | 301                     | 300                  | 99.67                 | 36.33                          |
| <b>Black or African American</b>           | 31                      | 31                   | 100.00                | 25.81                          |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                             |
| <b>Asian</b>                               | 32                      | 31                   | 96.88                 | 41.94                          |
| <b>Filipino</b>                            | 40                      | 40                   | 100.00                | 52.50                          |
| <b>Hispanic or Latino</b>                  | 314                     | 311                  | 99.04                 | 20.90                          |
| <b>Native Hawaiian or Pacific Islander</b> | 21                      | 21                   | 100.00                | 19.05                          |
| <b>White</b>                               | 111                     | 110                  | 99.10                 | 30.00                          |
| <b>Two or More Races</b>                   | 55                      | 55                   | 100.00                | 49.09                          |
| <b>Socioeconomically Disadvantaged</b>     | 459                     | 455                  | 99.13                 | 24.84                          |
| <b>English Learners</b>                    | 224                     | 221                  | 98.66                 | 19.91                          |
| <b>Students with Disabilities</b>          | 84                      | 83                   | 98.81                 | 3.61                           |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                             |

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> |
|--|-------------------------|----------------------|-----------------------|--------------------------------|
| <b>All Students</b>                        | 609                     | 601                  | 98.69                 | 16.31                          |
| <b>Male</b>                                | 308                     | 304                  | 98.7                  | 15.13                          |
| <b>Female</b>                              | 301                     | 297                  | 98.67                 | 17.51                          |
| <b>Black or African American</b>           | 31                      | 31                   | 100                   | 3.23                           |
| <b>American Indian or Alaska Native</b>    | --                      | --                   | --                    | --                             |
| <b>Asian</b>                               | 32                      | 32                   | 100                   | 34.38                          |
| <b>Filipino</b>                            | 40                      | 40                   | 100                   | 25                             |
| <b>Hispanic or Latino</b>                  | 314                     | 308                  | 98.09                 | 13.31                          |
| <b>Native Hawaiian or Pacific Islander</b> | 21                      | 21                   | 100                   | 9.52                           |
| <b>White</b>                               | 111                     | 109                  | 98.2                  | 19.27                          |
| <b>Two or More Races</b>                   | 55                      | 55                   | 100                   | 18.18                          |
| <b>Socioeconomically Disadvantaged</b>     | 459                     | 452                  | 98.47                 | 15.27                          |
| <b>English Learners</b>                    | 224                     | 222                  | 99.11                 | 11.26                          |
| <b>Students with Disabilities</b>          | 84                      | 82                   | 97.62                 | 2.44                           |
| <b>Foster Youth</b>                        | --                      | --                   | --                    | --                             |

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)**

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. The Parent Teacher Student Association (PTSA) supports teachers, scholars, and families through fun activities and fundraising events. The English Language Advisory Committee allows parents of English Learners to feel supported, to learn about resources, and to share concerns. We also host several other functions in which we invite community members as well as parents to participate. Parents are also asked to chaperone field trips and school dances, act as guest speakers, and assist in the office and classrooms. Los Arboles has a Volunteer Coordinator who actively recruits parents and community members to help support the needs of the scholars, staff, and school. (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.

#### **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.

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 |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 9.9     | 5.3     | 8.8     |
| 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   | 2.0 |
| Counselor (Social/Behavioral or Career Development)        | 2.0 |
| Library Media Teacher (Librarian)                          | 0.0 |
| Library Media Services Staff (Paraprofessional)            | 0.2 |
| Psychologist   | 0.3 |
| Social Worker  | 0.0 |
| Nurse  | 0.3 |
| Speech/Language/Hearing Specialist                         | 0.0 |
| Resource Specialist (non-teaching)                         | 0.3 |
| Other  |     |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 414 |

\* 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  | 24.0               | 22.0    | 23.0    | 4                     | 7       | 11      | 13      | 12      | 8       |         | 1       | 4       |
| Mathematics  | 23.0               | 24.0    | 23.0    | 4                     | 5       | 6       | 13      | 6       | 6       |         | 6       | 6       |
| Science  | 28.0               | 28.0    | 32.0    | 1                     | 3       | 1       | 14      | 6       | 2       |         | 6       | 9       |
| Social Science   | 28.0               | 30.0    | 29.0    | 1                     | 1       | 2       | 8       | 5       | 5       | 4       | 6       | 5       |

\* 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

Teachers dedicate time each year to improve their 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 and PLC conference held during the summer. As we move towards an Early College and Career model, many of our members of the Instructional Leadership Team will be attending 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 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. Focus areas for professional development trainings have included strategies for meeting the needs of our Project-Based Learning (PBL), Growth Culture, multi-tiered systems of support (MTSS), English learners across all content areas, AVID, empowering students, antecedents and functions of behaviors, Restorative Justice, Mindfulness, and ALICE safety responses during a potential crisis. Staff professional development is also ongoing and supported throughout implementation via coaching cycles, observation-feedback cycles, teacher-administrator meetings, and mentoring.

| 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  | \$5,703                | \$343      | \$5,360      | \$70,657               |
| District   | ◆                      | ◆          | \$8,489      | \$68,002               |
| State  | ◆                      | ◆          | \$7,125      | \$76,522               |
| Percent Difference: School Site/District                           |                        |            | -45.2        | 3.8                    |
| Percent Difference: School Site/ State                             |                        |            | -28.3        | -8.0                   |

\* 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.