

La Tercera

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | La Tercera |
| Street | 1600 Albin Way |
| City, State, Zip | Petaluma |
| Phone Number | (707)765-4303 |
| Principal | Dan Noble |
| Email Address | dnoble@oldadobe.org |
| Website | https://lt.oldadobe.org/ |
| County-District-School (CDS) Code | 49708476051916 |

| Entity | Contact Information |
|-----------------------|---------------------------------|
| District Name | Old Adobe Union School District |
| Phone Number | 707-765-4321 |
| Superintendent | Craig Conte |
| Email Address | cconte@oldadobe.org |
| Website | www.oldadobe.org |

School Description and Mission Statement (School Year 2019-20)

Our vision for our students is bold and bright. La Tercera graduates will be independent and collaborative solution seekers who are resilient, respectful, academically successful and responsible citizens of the world. We are the first elementary STEM school in Sonoma County. As a STEM (Science, Technology, Engineering, Math) focused school, we are creating the next generation of innovators. We offer children different ways of learning using a ‘hands-on’ approach. With pride, energy, engagement, perseverance and ownership of learning, our La Tercera students will prepare for the future using out-of-the-box thinking. We accomplish this mission because we have committed professionals, from teachers to campus aides, who are passionate about their calling. School is not just a place where we work, it is a place to change the world by impacting the lives of the children in our care. We provide your student a fully dedicated science lab with a certificated teacher and a true makerspace where students engineer answers to units of study using saws and hand-tools under the capable guidance of their classroom teacher and science teacher. Other programs offered include music, PE, English language support, library, computer software and hardware instruction, in-class intervention groups and after school enrichment. At La Tercera we strive for educational excellence and equity for all students.

At La Tercera, we value the close bond we have with parents. We understand that home and school relationships are essential to student success. Parents supporting in the classroom, on field trips, as members parent organizations, is very important to us. The community and the children know parents are active collaborators in their learning, creating that home-school bond that helps La Tercera be successful.

La Tercera is a family-friendly school, of approximately 330 students, located in a park like setting in Petaluma. Ongoing school improvement is a major emphasis as we prepare students for life in the 21st century. Our vision for our students is that they will be independent and collaborative solution seekers who are resilient, respectful, flexible and academically successful citizens of the world. Though we value high test scores, the major thrust at La Tercera is to provide students a well-rounded education. As the first STEM elementary school in Sonoma County, we offer an integrated focus in Science, Technology, Engineering and Mathematics (STEM.) We have a fully dedicated Science Lab with a certificated science teacher who works collaboratively with classroom teachers to provide in-class, hands-on instruction in an authentic setting as well as a state of the art Makerspace. We focus on opportunities for students to take real life experiences and make connections to new information. Our teachers focus on developing lifelong learners whose sense of pride in achievement is intrinsically motivated by an enjoyment and appreciation of learning. We began a program called Mentor Me Petaluma in 2007 where students have the opportunity to work with an adult mentor weekly in order to enhance the students’ connection to school and the community. We have a very active Student Council that puts on regular student led events throughout the school year. As our second-language population increases, we continually work on methods and strategies to close the achievement gap while simultaneously using our diversity as a way to strengthen the La Tercera community. To meet the needs of the 21st Century workforce, we emphasize Science, Technology, Engineering, and Math (STEM) learning.

La Tercera Mission Statement: By providing quality education, La Tercera will empower individuals to become caring, competent, responsible citizens who value education as a lifelong process.

La Tercera will be: A school that ensures equal access and opportunity for all students. A school that creates a passion for learning and intellectual curiosity. A school campus that is inviting and safe. A school that promotes critical thinking and enables students to make informed decisions while challenging them to reach their full potential. A school that creates technologically literate students. A school that creates rich experiences in music and the arts. A school that promotes physical and mental wellness. A school that models and promotes personal responsibility. A school that encourages strong community relationships and fosters students to become moral, ethical, compassionate people who care about the world around them. This is La Tercera, a STEM elementary school.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 74 |
| Grade 1 | 49 |
| Grade 2 | 45 |
| Grade 3 | 35 |
| Grade 4 | 32 |
| Grade 5 | 54 |
| Grade 6 | 51 |
| Total Enrollment | 340 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.3 |
| American Indian or Alaska Native | 0.6 |
| Asian | 5.3 |
| Filipino | 1.8 |
| Hispanic or Latino | 36.5 |
| White | 51.5 |
| Two or More Races | 2.1 |
| Socioeconomically Disadvantaged | 41.2 |
| English Learners | 21.5 |
| Students with Disabilities | 15 |
| Foster Youth | 1.8 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 16 | 17 | 15 | 0 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

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

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

Year and month in which data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | The Treasures Language Arts textbooks are used in grade K-6. Date of publication: 2010. Last adoption date: 2012. All students have access to a text. In addition, students have access to leveled readers, computerized reading assessments and programs, and additional supplemental materials. | Yes | 0 |
| Mathematics | Math Learning Center Bridges grades TK-5th. Adopted 2015 (publication date: 2015). Every student have access to a textbook. Math Learning Center College Prep Math grade 6. Adopted 2015 (publication date: 2012) Every student have access to a textbook. | Yes | 0 |
| Science | Delta Education. FOSS Next Generation K-8. Adopted 2015. Every student has access to a textbook. | Yes | 0 |
| History-Social Science | MacMillan-McGraw-Hill Social Studies. Adopted 2007 (publication date 2007) Every student has access to a textbook. | Yes | 0 |
| Health | Health curriculum is embedded in the Science curriculum. | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Modernization was done at LT within the last 3 years and still is in good shape.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/8/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| 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 | Library: (12) Sections of siding in need of replacement. (13) Roof approaching end of life. (4) Interior was painted and carpet was replaced in August 2019. P1: (6) Rodent control program in place (mice-2016). (12) Some siding in need of replacement. |
| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 43 | 49 | 50 | 52 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 33 | 40 | 45 | 46 | 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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 174 | 171 | 98.28 | 1.72 | 48.54 |
| Male | 89 | 88 | 98.88 | 1.12 | 44.32 |
| Female | 85 | 83 | 97.65 | 2.35 | 53.01 |
| Black or African American | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | 60.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 74 | 98.67 | 1.33 | 40.54 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 73 | 72 | 98.63 | 1.37 | 55.56 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 99 | 99.00 | 1.00 | 38.38 |
| English Learners | 65 | 63 | 96.92 | 3.08 | 33.33 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 18.75 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 174 | 171 | 98.28 | 1.72 | 40.35 |
| Male | 89 | 88 | 98.88 | 1.12 | 42.05 |
| Female | 85 | 83 | 97.65 | 2.35 | 38.55 |
| Black or African American | | | | | |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | 50.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 74 | 98.67 | 1.33 | 31.08 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 73 | 72 | 98.63 | 1.37 | 45.83 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 99 | 99.00 | 1.00 | 30.30 |
| English Learners | 65 | 63 | 96.92 | 3.08 | 26.98 |
| Students with Disabilities | 33 | 32 | 96.97 | 3.03 | 15.63 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | | | | | |

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: 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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 18.2 | 23.6 | 38.2 |

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.

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)

La Tercera provides many ways for parents to participate in the life of our school, and the school depends on parents to keep many of our programs running smoothly. Parents can join our LCAP, which works with administration to help make financial decisions. Meetings are once a month in our staff room. If you wish to join us please contact our Office Manager at 707-765-4303 to be provided our meeting schedule. Parents of English learners are vital to our ELAC participation in once a month site level meeting. And will participate in the DELAC district meetings and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom, communication between our Parent Teacher Organization (PTA) and chaperone on field trips. The PTA sponsors a variety of community events such as our Harvest Festival, walk-a-thon, book fair, Pasta Night, and Gala. PTA is instrumental in organizing fundraisers and community events to support classroom instruction and professional development for teachers. Examples include start-up funds for teacher's supplies, field trips, school festivals, dances and whole school art projects facilitated by professional artists-in-residence. Test scores are higher and self-esteem grows when parents are involved. We ask all parents to attend Back-to-School Night in the fall, our Parent Information Night for the community, during our enrollment period, in the spring, Parent-Teacher Conferences in November and March and Open House at the end of the school year in May.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 3.0 | 2.8 | 0.8 | 2.1 | 1.7 | 1.3 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Staff and/or parent volunteers monitor the school grounds for 20 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, respectful, responsible, kind, and problem solver behavior in school and on the playground. Visitors must sign in at the office, where they receive a visitor sticker which they must keep visible throughout their stay. Our overall School Safety Plan and emergency drill schedule is reviewed at the beginning of each school year in staff meetings and with our safety committee which is a committee made up of school stakeholders. In addition, portions of the School Safety Plan are reviewed at staff meetings are (e.g., discipline, bullying, dismissal procedures, emergency planning). We set aside two to four Wednesday afternoons (Staff Development/Early Release Afternoons) to review specific jobs/expectations for our emergency response plan. Our PTA has helped finance the purchase of emergency response supplies/materials. We conduct monthly emergency drills.

As part of our safety plan, we have a school wide socio-emotional program known as the Toolbox program. This program provides students tools for conflict resolution as well as self-monitoring which creates a safe, peaceful school environment for all students TK-6th. A parent night is provided in the Fall to encourage the use of the tools at home. Parent newsletters go home and are shared on our website. Our student council highlights monthly skills through skits during assemblies and a weekly webcast with the principal that all students view via our website and in class technology.

We are working as a PBIS school and have a three year plan for full implementation. We regularly visit school-wide expectations. We have a school-wide positive reinforcement program that is used by all adults to "catch" students using their toolbox skills as well as demonstrate school rules that result in an "eagle feather" that translates into a positive note home and an opportunity for a raffle prize.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| 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+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K | 15 | 5 | 1 | | 20 | 2 | 2 | | 19 | 2 | 2 | |
| 1 | 21 | 1 | 1 | | 23 | | 2 | | 25 | | 2 | |
| 2 | 26 | | 1 | | 22 | | 2 | | 23 | | 2 | |
| 3 | 25 | | 2 | | 27 | | 1 | | 18 | 2 | | |
| 4 | 21 | 1 | 1 | | 28 | | 2 | | 16 | 2 | | |
| 5 | 21 | 1 | 1 | | 23 | | 2 | | 27 | | 2 | |
| 6 | 24 | | 2 | | 25 | | 2 | | 25 | | 2 | |
| Other** | | | | | | | | | | | | |

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

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

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | |

*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 FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .6 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | .75 |
| Psychologist | .2 |
| Social Worker | |
| Nurse | .2 |
| Speech/Language/Hearing Specialist | .6 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | .8 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site | 19963.09 | 13771.68 | 8573.54 | 71728.94 |
| District | N/A | N/A | 1021.32 | 69,701.40 |
| Percent Difference - School Site and District | N/A | N/A | 157.4 | 2.9 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | 13.3 | 9.9 |

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 (Fiscal Year 2018-19)

In our RTI model, students K-6th grade receive daily support from RTI assistants and classroom teachers at their academic level to support growth. Our model is a combination push-in and small group pull-out model with three instructional assistants (of which one assistant works just with our EL population), one intervention specialist and intervention head working closely together to analyze data and progress monitor on a weekly basis. With the exception of newcomers to our school, all English learners receive intervention support within the classroom structure and in a small group setting in our EL classroom to provide a least restricted environment and support student engagement with access for all students to classroom curriculum. We also have Schools of Hope that assist 1st graders with pointed reading intervention during the school day, two days per week. Types of programs include to assist our struggling readers in the lower grades include Barton. Upper-grade students 4-6th work with our intervention head in small groups in a pull-out setting to target homogeneously grouped students using a balanced literacy approach. Programs used for our upper grade RTI include Daybooks for critical reading and writing (grades 3,5,6) and Treasures Triumphs for grade 4. We are implementing Fountas and Pinnell LLI as an intervention system in Kinder through 3rd grade. We are in the midst of developing an afterschool tutoring program for our students. The Treasures Language Arts Program also includes leveled materials to support all learners. Students also use STAR reading and math and IXL ELA and Math in the classroom on computers as well as various computer programs in the classroom to provide pointed support. The Accelerated Reader Program that is a district program provides students reading comprehension practice and skill work, at their level.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,193 | \$45,252 |
| Mid-Range Teacher Salary | \$62,537 | \$65,210 |
| Highest Teacher Salary | \$82,446 | \$84,472 |
| Average Principal Salary (Elementary) | \$114,403 | \$107,614 |
| Average Principal Salary (Middle) | \$ | \$112,242 |
| Average Principal Salary (High) | \$ | \$ |
| Superintendent Salary | \$166,339 | \$124,686 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 7% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

Five full days per school year have been dedicated to professional development. In addition to the full staff development days, teachers are released from classrooms for several more full professional development days. After school PD sessions are also conducted at least once per month. Professional development work has and continues to be focused on the implementation of new Math and Writing curriculum, NGSS, technology, student engagement, equity, and data analysis. Each school site has also dedicated professional development to support each school's unique school-wide theme or charter focus. La Tercera has a Science, Technology, Engineering and Math (STEM) theme.

The district focuses on professional development using common district-wide assessments including:

- Four benchmarks for STAR Reading and Math in grades 1st to 6th
- Three benchmarks and progress monitoring using DIBELS NEXT in grades Kindergarten to 2nd
- Smarter Balanced Assessments in ELA and Math in grades 3rd to 6th
- CELDT and Pearson TELL for diagnostic data in ELA for all English Language learners; New ELPAC to be conducted in the Spring of 2018 and then Fall and Spring thereafter
- Three district writing genres (Narrative, Opinion/Argument, Informational) benchmarks

Teachers are supported through a network of district level leadership positions including a Curriculum Director, and a District Curriculum Leadership Committee, as well as leadership teams at each site. Teachers meet weekly for collaboration and assessment of student data with their grade level peers in PLC groups. Teachers also have after-school collaboration early-release days at least twice a month.

Beginning teachers are supported in the North Coast School of Education Teacher Induction Program. Beginning teachers are provided with a district mentor in this 2 year support program.