



North Terrace

141 Santa Rosa Drive • Oceanside, CA 92058 • (760) 901-7500 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Oceanside Unified School District

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District Governing Board

Eleanor Juanita Evans, President

Mike Blessing, Vice President

Eric Joyce, Clerk

Raquel Alvarez, Member

Stacy Begin, Member

District Administration

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Superintendent

Shannon Soto, Ed. D.

Deputy Superintendent

Todd McAteer

**Associate Superintendent Human
Resources**

Mercedes Lovie, Ed. D

**Associate Superintendent Business
Services**

School Description

North Terrace Elementary is proud to share information about our school in this annual School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality educational program we offer. We want to begin by thanking you for taking time to learn more about us.

Our community is committed to providing a challenging and engaging learning environment for all students. We strive to instill the essential 21st Century Skills of Collaboration, Communication, Critical Thinking, and Creativity that our students need to be successful in today's colleges and careers. We strive to provide opportunities for success in both collaborative and individual achievement in such areas as literacy, and mathematics, as well as positive personal experiences which facilitate self-discipline, decision-making, problem-solving, conflict resolution, life management, social responsibility, and an appreciation of cultural diversity.

We believe each child is unique and deserving of a rich educational environment. We work hard every day to ensure that students receive a balanced and rigorous educational program. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are addressed. All students have special talents and are given the opportunities to develop those talents. Through a DoDEA grant our students in grades 1-8 receive 1:1 iPads and Kindergarten uses iPads within their classroom group rotations. Teachers have received continuing PD in implementation of technology to improve teacher practice and enhance student learning.

North Terrace prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons including: direct support within the classroom, PTO sponsored assemblies and field trips, evening events such as Family Game Nights and our Fall Festival, and active participation in School Site Council, Parent Conference Week, and Back to School Night. We believe that parents, community members, and staff must work together to ensure the success of all students. North Terrace parents and the community at large are highly supportive of the educational program at North Terrace Elementary School. Therefore, various programs and activities are enriched by the contributions made by Oceanside Unified School District, foundations, community organizations, and local businesses.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	120
Grade 2	98
Grade 3	119
Grade 4	108
Grade 5	78
Grade 6	94
Grade 7	59
Grade 8	59
Total Enrollment	855

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.8
Asian	1.1
Filipino	1.6
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.4
White	42.7
Two or More Races	9.7
Socioeconomically Disadvantaged	44.1
English Learners	3.2
Students with Disabilities	14.6
Foster Youth	0.2

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 North Terrace	17-18	18-19	19-20
With Full Credential	42.50	40	38
Without Full Credential	0.0	0.0	1
Teaching Outside Subject Area of Competence	0.0	0.0	2

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at North Terrace

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	1
Vacant Teacher Positions	0.0	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)

Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Houghton Mifflin Reading California: Adopted 2003</p> <ul style="list-style-type: none"> • Big Books (Grade K) • Textbooks (Grades 1-5) <p>Houghton Mifflin ELD, Adopted 2011</p> <ul style="list-style-type: none"> • Practice Books (K-5) <p>K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011</p> <p>Holt Literature & Language Arts, Adopted 2003: Textbooks</p> <ul style="list-style-type: none"> • Introductory Course (6th) • Course One (7th) • Course Two (8th) <p>6-12: ELD I/II Holt Literature & Language Arts – ELDI/II, Adopted 2012</p> <ul style="list-style-type: none"> • Interactive Reader & Language Workbooks(6th -10th) <p>6-8: ELD III/IV - Houghton Mifflin Harcourt Scholastic 3D Course I: Student Book, Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Mathematics	<p>K-5 Houghton Mifflin Harcourt GoMath!, Adopted 2016</p> <ul style="list-style-type: none"> • Student Edition <p>6-8 Holt CA Mathematics Course 1 & 2: Textbooks, Adopted 2008</p> <p>6-8 Prentice Hall Algebra I: Textbooks, Adopted 2008</p> <p>The textbooks listed are from most recent adoption: Yes</p>
Science	<p>FOSS, Delta Education: Science Kits, Adopted 2008</p> <p>Prentice Hall: Textbooks, Adopted 2007</p> <ul style="list-style-type: none"> • Focus on Earth Science (6th) • Focus on Life Science (7th) • Focus on Physical Science (8th) <p>The textbooks listed are from most recent adoption: Yes</p>
History-Social Science	<p>Reflections/Harcourt, Adopted 2007</p> <ul style="list-style-type: none"> • Big Books (Grade K-1) • Textbooks (Grades 2-5) <p>Prentice Hall: Textbooks, Adopted 2006</p> <ul style="list-style-type: none"> • Ancient Civilization (6th) • Medieval and Early Modern Times (7th) • America, History of Our Nation (8th) <p>The textbooks listed are from most recent adoption: Yes</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 12: 4. WATER STAIN CEILING TILES RM 17: 4. WATER STAIN CEILING TILES RM 3: 4. HANDLE IS MISSING ON CABINET 9. DRINKING FOUNTAIN IS NOT WORKING RM 9: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN IS NOT WORKING
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	BOYS RR: 7. 2 LIGHT PANELS ARE OUT BOYS RR: 7. LIGHT PANEL IS OUT GIRLS RR: 7. LIGHT PANEL IS OUT 9. CAULKING IS LOOSE WITH HOLES AROUND SINK
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	GIRLS RR: 7. LIGHT PANEL IS OUT 9. CAULKING IS LOOSE WITH HOLES AROUND SINK RM 11: 9. DRINKING FOUNTAIN IS NOT WORKING RM 3: 4. HANDLE IS MISSING ON CABINET 9. DRINKING FOUNTAIN IS NOT WORKING RM 7: 8. FLOATS NEED TO BE ADJUSTED IN TOILET 11. PAINT IS CHIPPING ON GATE 15. LOCK IS MISSING ON GATE RM 9: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN IS NOT WORKING
Safety: Fire Safety, Hazardous Materials	Good	*P 40: 11. PAINT IS CHIPPING ON TRIM P BOYS RR: 11. PAINT IS CHIPPING ON RAILING P RM 27: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS BROKEN P RM 31: 11. PAINT IS CHIPPING ON EAVE P RM 32: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS RUSTED WITH HOLES P RM 33: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS RUSTED WITH HOLES P RM 34: 11. PAINT IS CHIPPING ON EAVE P RM 35: 11. PAINT IS CHIPPING ON RAILING 13. GUTTER IS RUSTED WITH HOLES P RM 36: 11. PAINT IS CHIPPING ON RAILING 13. GUTTER IS RUSTED WITH HOLES RM 18: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 19: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 20: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD) RM 7: 8. FLOATS NEED TO BE ADJUSTED IN TOILET 11. PAINT IS CHIPPING ON GATE 15. LOCK IS MISSING ON GATE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	*P 43: 13. GUTTER HAS HOLES/ LEAKING *P-41: 13. GUTTER HAS HOLES/ LEAKING P RM 27: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS BROKEN P RM 28: 13. GUTTER IS RUSTED WITH HOLES P RM 29: 13. GUTTER IS RUSTED WITH HOLES P RM 30: 13. GUTTER IS RUSTED WITH HOLES P RM 32: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS RUSTED WITH HOLES P RM 33: 11. PAINT IS CHIPPING ON EAVE 13. GUTTER IS RUSTED WITH HOLES P RM 35: 11. PAINT IS CHIPPING ON RAILING 13. GUTTER IS RUSTED WITH HOLES P RM 36: 11. PAINT IS CHIPPING ON RAILING 13. GUTTER IS RUSTED WITH HOLES P RM 37: 13. GUTTER IS RUSTED WITH HOLES P RM 38: 13. GUTTER IS RUSTED WITH HOLES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	P RM 26: 14. STANDING WATER AROUND RAMP RM 6: 14. 4 INCH DRAIN COVER IS MISSING AT PLAYGROUND RM 7: 8. FLOATS NEED TO BE ADJUSTED IN TOILET 11. PAINT IS CHIPPING ON GATE 15. LOCK IS MISSING ON GATE
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	57	63	45	46	50	50
Math	49	57	36	36	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	27.0	33.8	16.2
7	17.9	33.9	25.0

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	514	482	93.77	62.86
Male	254	237	93.31	55.27
Female	260	245	94.23	70.20
Black or African American	41	34	82.93	64.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	171	93.96	58.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	206	95.37	66.02
Two or More Races	47	47	100.00	68.09
Socioeconomically Disadvantaged	246	233	94.72	66.52
English Learners	22	21	95.45	57.14
Students with Disabilities	81	73	90.12	35.62
Foster Youth	--	--	--	--

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	514	481	93.58	56.76
Male	254	237	93.31	54.43
Female	260	244	93.85	59.02
Black or African American	41	34	82.93	52.94
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	182	170	93.41	53.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	205	94.91	57.56
Two or More Races	47	47	100.00	70.21
Socioeconomically Disadvantaged	246	233	94.72	56.22
English Learners	22	22	100.00	36.36
Students with Disabilities	81	74	91.36	32.43
Foster Youth	--	--	--	--

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)

Parent involvement is an important part of our successful learning community. Our staff welcomes parent participation in our classrooms and throughout our campus in order to build upon our strong home-school partnership. Parents are also encouraged to become involved in our many school-wide events and activities, such as student awards assemblies, school dances, our Tiger running club, our annual Bike and Safety Rodeo, and our annual Fall Festival. Our strong PTO offers multiple ways for parents to connect with our school, and we are always open to new ideas and suggestions to make North Terrace an even better environment for our families.

Parents and community partners are a vital part of our amazing school. Our School Site Council develops and approves our School Plan for Student Achievement and our Safe School Plan. Our PTO has a dedicated core group of volunteers who support the school's efforts to provide a positive learning environment for all students. To find out how you can volunteer at our school, please contact us at (760) 901-7500. Our PTO can be contacted via email at northterracepto@yahoo.com, or by visiting the North Terrace PTO Facebook page.

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

Students at North Terrace are guided by school-wide and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our Safe School Plan was last reviewed by our School Site Council in May, 2018, and includes goals to promote a safe, bully-free, secure, and clean learning environment where students can thrive. The 8 Keys of Excellence character education program promotes a safe school and a warm, friendly classroom environment as a solid foundation upon which to build an effective school. Additionally, our Tiger Code promotes positive behavior and resilience by reminding all members of our community to do their best and never give up. The goal is to provide students with opportunities to learn self-discipline through a system of incentives and consequences for behavior. Students are reminded of school expectations throughout the year through daily morning announcements, classroom postings, regular notices, assemblies, and parent conferences. Students who exemplify characteristics of good behavior are also rewarded at recognition assemblies.

North Terrace promotes a calm, friendly, and positive learning environment by working proactively to create a safe, clean, and secure campus. Our policy clearly states that bullying at school is not acceptable and that every child has a right to be safe. The gates surrounding our campus are locked during academic hours to ensure the safety of our students. All visitors are required to sign in at our front office and display an identification badge at all times while on campus. Our Campus Supervisor and duty supervisors monitor student playground behavior and work proactively to prevent disruptions while promoting kindness and respect. Positive behavior expectations provide a solid foundation on which to build an effective school. Students are expected to come to class prepared, behave in a manner conducive to a positive learning environment, respect the rights of others, and follow our Tiger Code of safety, respect, and responsibility.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.3	1.4	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	2.0
Other	1.0

* 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.

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	17	7			20	3	3		21	1	5	
1	26		5		22		5		23	1	4	
2	26		4		24		5		24		4	
3	24		4		25		5		23		5	
4	29		3		19	1	3		30		3	
5	25		3		30		3		25	1	3	
6	27	2	4	5	31	2	1	8	23	6	9	5
Other**	11	1			10	1						

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

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

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	17	5	1		17	5	2		30		4	
Mathematics					26	1	3		30		3	1
Science	25	1	3		27	1	2	1	30		4	
Social Science	25	1	3		27	1	2	1	30		3	1

* 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 take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the 2016--2017 school year the following Professional Learning occurred: Common Core English Language Arts and Mathematics; Guided Reading ; Lucy Calkins Writing; Reading and Writing Workshop; and 21st Century Skills and Technology Implementation. During the 2017-2018 school year our staff continued working with our district program specialists to increase and improve implementation of ELA, Math, and Technology in the classroom. We also continued our focus on inquiry-based learning, and used funding from a DoDEA grant to implement Project Lead the Way, an inquiry and project-based learning science program. This learning will continue in the 2018-2019 school year, along with additional training in the use of student discourse to improve communication and learning across all of the content area.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12249.85	3503.95	8745.89	\$85,545
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.4	5.0
School Site/ State	15.2	4.2

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.