



# 138th St. School

5403 W. 138th Street • Hawthorne, CA 90250 • (310) 725-2151 • Grades 3-5

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<https://138thstschool.wiseburn.org>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Wiseburn Unified School District

201 N. Douglas Street  
El Segundo, CA 90245  
(310) 725-2101  
[www.wiseburn.org](http://www.wiseburn.org)

#### District Governing Board

JoAnne Kaneda Roger  
Bañuelos  
Neil Goldman  
Nelson Martinez  
Israel Mora

#### District Administration

Dr. Blake Silvers, Ed.D.  
**Superintendent**

Dr. Aileen Harbeck, Ed.D.  
**Assistant Superintendent,  
Educational Services**

Cathy Waller  
**Director of Psychological Services**

Ana Montes  
**Director of Human Resources**

David Wilson  
**Chief Business Official**

Vince Madsen  
**Director Facilities Planning**

### School Description

138th St. School is one of three elementary schools located in the Wiseburn Unified School District (enrollment: 4,000) located just south of LAX.

138th St. School serves 477 3rd-5th grade students: 41.1% qualify for FRPM: 16.6% are ELL, 18% identify as white; 59% Hispanic/Latino; 9% Black, 8% 2 or more races, and 2% Asian. There are 22 classroom teachers which include ELD, RSP, and SDC, one full-time counselor, credentialed art and music teachers, and one Principal. Since 2010, 138th St. School has been identified as a Title 1 school and now implements a school-wide 1:1 Chromebook initiative.

At 138th St. School we strive to bring out our BEST in all we do. While our BEST acronym guides us within our positive behavior reinforcement system (B-be responsible, E-effort all the way, S-safety first, T-treat all with respect), it also stands for something more. As 21st century learners, we know that "to be our best" involves being engaged and reflective citizens of the world. Our students, teachers, and staff are all committed to putting their BEST foot forward and are eager to jump into learning with an open and curious mind. We see a culture of continuous improvement in all aspects of school life at 138th St. School. Students are learning to be flexible in their thinking, valuing mistakes as learning opportunities, and using one another as resources to enhance their learning.

The learning community at 138th St. School is supported by all parents, teachers, students, and staff. Through our PTA and Wiseburn Education Foundation we are able to provide our students with a curriculum that is well-rounded and rich with hands-on, engaging learning opportunities. Our community partnerships through local businesses such as Chevron, provide PLTW resources to help our students learn 21st-century science and engineering skills.

The staff continues to work together at improving our Professional Learning Community, whereby teachers and other support staff collaborate by using local assessments to improve student achievement. Our teachers at 138th St. School are also on a path of continuous growth and modeling to their students the growth mindset in action. Teachers are taking the time to collaborate and think critically as we introduce our new Language Arts series, Wonders, and continue to develop and enhance our CGI curriculum. This process is showing our students that we are ALL lifelong learners and our capacity to be flexible and adapt and change over time, leads us to make deeper connections and insights into our learning. In addition, students who require more intensive support reading and language support receive intervention before or after school. Our students utilize programs such as Lexia, Literably, and Accelerated Reader 360 to strengthen students decoding, fluency, and comprehension skills.

In Mathematics, we continue to deepen our understanding of mathematical concepts and practices through the lens of Cognitively Guided Instruction (CGI). The CGI philosophy emphasizes a student-centered approach to teaching mathematics that focuses on problem-solving, collaboration, and reflection. Students and teachers engage with concepts at a deeper level and utilize a wide variety of strategies to demonstrate their learning and understanding. Teachers are provided support through district led trainings as well as through support from the district sponsored Math TOSA. The Math TOSA is a mentor to classroom teachers and helps them delve deeper into their practice and enhance their daily instruction. This model mirrors the support that was provided through the Cotsen Foundation. Now in our third year of the teacher/mentor cycle, the focus has evolved to include training and support for all teachers in the area of CGI and to provide teachers with more opportunities to share practices with one another and look at student work to help guide instruction. In addition, My Math is the adopted textbook used by teachers as a primary component of their math instruction. Both ST Math and Simple Solutions are supplemental resources that help build students knowledge in key math concepts.

A Multi-Tiered System of Support continues to be implemented to allow students to receive immediate and specific academic and behavioral assistance where needed. Students are identified for intervention by test results, teacher recommendation, and school and district assessments. Our Student Study Team added new procedures for staff members to review supports for students and provide strategies for parents to support their children at home. These procedures include utilizing both formative and summative assessments, classroom observations, as well as, considering a student's social-emotional well-being to best determine the appropriate course of action for support. This process involves our school counselor, intervention specialists, parents, and classroom teachers in collectively developing strategies to support positive student outcomes.

This success is evident in our students' 2017-18 test scores. 138th St. School students demonstrated growth school-wide in English Language Arts and closed the achievement gap in ELA and Math two years in a row. 138th St. School's scores reflect positive growth as our teaching practices aligned with the state standards and curriculum and instruction became more student-centered and interactive within the classroom. Teachers collaborate to reflect on and refine best practices and use local assessments (observations, surveys, student work) to improve student achievement. In the Spring of 2018, 138th St. School was awarded the honor as a California Distinguished School.

Being our BEST is a continuous process that involves compassion, collaboration, creativity, and community. The learning community at 138th St. School strives to reach those goals each and every day.

### 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 Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	0.4
Asian	2.1
Filipino	1.5
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	0.4
White	18.4
Socioeconomically Disadvantaged	41.1
English Learners	16.6
Students with Disabilities	8.8
Foster Youth	0.0

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	141
Grade 4	149
Grade 5	187
Total Enrollment	477

## 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			
138th St. School	16-17	17-18	18-19
With Full Credential	24	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Wisburn Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	126
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
138th St. 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	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 2018-19)

All textbooks used in the core curriculum at 138th St. School are aligned to the California Standards and Frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill "Wonders" 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw-Hill "My Math" 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Science 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Houghton Mifflin History Social Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### Age of School Buildings

138th St. School has 20 classrooms, one SDC classroom, one resource specialist classroom, one speech therapist, and an ELD classroom/ teacher multipurpose

room, a library, and an administration building. The main campus was upgraded in 1997. The following buildings have been added to the main campus after 2009: a library, media center four classrooms, a kitchen conference room and a multi-purpose room. All classrooms were up-graded in 2014. Two portable classrooms have been added to support arts programs, counseling, PTA, and to add space for our Child Development Center. classrooms were built. The multipurpose room was built in 1997.

#### Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process and Schedule**

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the LEA office, or on-line. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All custodians received training 138th St. School received marks of good in all areas for the 2015-2016 school- year.

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month in which data were collected: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Cleaned and inspected on a regular schedule.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Constantly monitored on a regular basis.
<b>Electrical:</b> Electrical	Good	On-going inspections held throughout the school year.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Cleaned on a daily schedule.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Drills are held each month to practice current procedures.
<b>Structural:</b> Structural Damage, Roofs	Good	Inspected and repaired by school, and district maintenance as needed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Inspected and repaired as needed
<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	61.0	67.0	71.0	72.0	48.0	50.0
Math	50.0	51.0	52.0	53.0	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
5	22.3	17.9	40.8

\* 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>
All Students	476	473	99.37	67.23
Male	229	227	99.13	56.39
Female	247	246	99.60	77.24
Black or African American	43	43	100.00	74.42
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	282	280	99.29	63.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	88	98.88	72.73
Two or More Races	43	43	100.00	69.77
Socioeconomically Disadvantaged	187	184	98.40	52.17
English Learners	102	100	98.04	52.00
Students with Disabilities	54	54	100.00	40.74
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 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>
All Students	476	475	99.79	51.16
Male	229	229	100	51.97
Female	247	246	99.6	50.41
Black or African American	43	43	100	34.88
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	282	282	100	46.1
Native Hawaiian or Pacific Islander	--	--	--	--
White	89	88	98.88	68.18
Two or More Races	43	43	100	67.44
Socioeconomically Disadvantaged	187	186	99.47	37.63
English Learners	102	102	100	34.31
Students with Disabilities	54	54	100	35.19
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 2018-19)

Parent participation and engagement are essential components to our success at 138th St. School. The prominent marquee posted near the front entrance

informs our school community about important upcoming events, as well as, several areas where information is displayed and shared. Weekly and monthly emails inform parents of the current events taking place within the school and highlight the strong partnership between District and community members. Parents can join our School Site Council, which works with the administration to develop goals and allocate resources to support our students and staff. Parents of English Learners are vital to our English Language Advisory Committee and to outreach efforts on behalf of new families. Many teachers use parent volunteers to help with special projects in the classroom and to chaperone field trips.

The Wiseburn Education Foundation provides funding for programs that enrich our arts and music opportunities. Our PTA help staff members in classrooms and supports programs throughout the school. Parents participate in our annual Talent Show, Father/Daughter Dance, Mother/Son Game Night, field trips, restaurant nights, seasonal fundraising activities, Family Arts Night, Craft Night, Movie Nights, Ice Skating and Book Fairs. Parents are encouraged to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November and February. We always need new volunteers! Parents, who are not able to volunteer during the school day, may prepare classroom projects at home. Parents feel comfortable coming on campus to help in classrooms and attend meetings. They feel welcomed by our office staff, classroom teachers, support staff, and principal. A volunteer breakfast is held in the spring to recognize our wonderful volunteers and to let them know about the value of their participation in their school.

**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**

138th St. School continues to provide a safe, nurturing and secure environment for all students. 138th St. School is a closed campus that is gated and students may not enter until 8:20am. All gates are monitored by teachers and staff at arrival and dismissal times. The 138th St. School staff monitors the school grounds

10 minutes before and 15 minutes after school, as well as at all recess and lunchtimes. Teachers and the principal regularly review the rules for safe, responsible behavior in school and on the playground with students. Visitors must enter the school through the main office, where they sign in and receive a 138th St. School badge to wear throughout their stay. Our School Safety Plan is revised on an annual basis and was last revised in February 2017. The School Safety Plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The plan is available to all community members and is located in the main office and posted on the school website. The 138th St. School Staff has an opportunity to discuss the plan and participates in monthly school drills which include; Fire, Intruder on Campus, Lockdown, Shelter- in- Place, Drop Drill, and Earthquake Drill. The following topics outline our Comprehensive Safe Elementary School Plan and include the major action plan that focuses on programs and policies that help in our goal of a safe Elementary School.

Our Comprehensive Safe Elementary School Plan includes the following state mandates:

- A safe and orderly environment that is conducive to learning
- Disaster procedures for various emergency situations
- Sexual Harassment Policy
- Procedures for reporting hate crimes
- Procedures for notifying teachers of dangerous students
- Child Abuse reporting procedures
- Elementary School dress code and board policy
- Policies related to suspension and expulsion
- Procedures for student safe ingress and egress
- Elementary School Rules

Last year we added several new safety precautions due to situations that occurred throughout the United States. Every year, as a District we participate in the annual earthquake simulation drill (The Great Shakeout). This year we are revising our evacuation procedures to allow for a more fluid and seamless exit from school buildings to a safe location. In addition, a review of emergency supplies is being conducted by staff to eliminate outdated materials and begin aligning emergency supplies district-wide. In Wiseburn, we are privileged to have responsive law enforcement support. The presence of our local law enforcement officers patrolling our neighborhoods and schools during crucial times supports a love for learning, which is appreciated by all.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.1	0.9
Expulsions Rate	0.0	0.1	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	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	.85
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
3	23	23	23	1			42	18	18			
4	28	29	29				35	30	25			
5	28	27	27	3	3	5	35	25	30			
Other	9			2								

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

### Professional Development provided for Teachers

Staff Development continues to play a pivotal role in the Wiseburn Unified School District. In 2018-19, the focus for 138th St. School and the District was the deep study of Cognitively Guided Instruction in Math. Teachers participated in three Staff Development days where they received training to support District goals related to Math, aligning targeted instruction to the math standards and standards for mathematical practices.. Through our continued partnership with Talking Teaching Network, the focus was on supporting teachers in their implementation of CGI strategies, and provide opportunities for increased collaboration within and across schools and grade levels.

In addition, 138th St. School is utilizing the support from a Math TOSA to support professional development in math across school settings.All teachers in grades

3-5 participated in 3 lab days with a content expert in math to support unpacking the standards and developing cohesive lessons to support their daily math instruction. Our Math TOSA supports all teachers in a coaching role, working 1 on 1 with teachers to reflect on and refine their teaching practices. Teachers co-plan and co-deliver lessons with the site coach and debrief on student work and outcomes to plan next steps in their instrucion.

We also continued our focus on student- centered work as teachers utilize grade level reading assessments through the Accelerated Reader (AR) program. Teachers collect and review AR data four times a year to monitor student progress in reading comprehension. Each Wednesday, students have an early dismissal to designate ample time for teacher, grade level and site level planning activities. From this, student strengths and learning needs are identified and strategies for improving delivery of services and instruction which are aligned to professional development groups. When planning staff training, teachers and administrators look at student work, test scores and review the most pressing issues of the previous year to choose specific topics to focus on and refine instruction.

We are in our second year or utilizing TCT (Teacher Collaboration Time) as a model to support grade level collaboration within a specific content area. In 2017-18 TCT was focused on the newly adopted ELA curriculum Wonders. In 2018-19 the focus is on understandint the math standards and SMP's (Standards for Mathematical Practices).With that in mind, we aspire in our TCT's to continuously question, investigate, share learning, and act on it. This process takes place daily on an informal basis and one a month TCT meeting times. Our principal takes the lead in creating a school-wide culture of inquiry and improvement. This is a professional, nurturing, environment that encourages collaboration among staff and other stakeholders as we reflect on strengths and growth areas through analysis of self-assessments, feedback from peers, parents, and partners. Data collected is being used to develop a strategic site plan in professional development in the 2019-20 school year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,110	\$45,681
Mid-Range Teacher Salary	\$84,191	\$70,601
Highest Teacher Salary	\$101,385	\$89,337
Average Principal Salary (ES)	\$120,312	\$110,053
Average Principal Salary (MS)	\$133,740	\$115,224
Average Principal Salary (HS)	\$0	\$124,876
Superintendent Salary	\$234,512	\$182,466
Percent of District Budget		
Teacher Salaries	40.0	33.0
Administrative Salaries	5.0	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

Types of services funded in 2017-18 were used to support the overall educational program of students at 138th St. School. The school also provided supplemental instructional programs to students who displayed a need. In addition, 138th St. School provided supplemental instructional services per the District's Title I entitlement. 138th St. School specifically prioritizes a more robust array of integrated interventions for struggling students utilizing a technology platform"; a "focus on personalization of student learning;" more coaching and collaboration time for grade levels in the implementation of Common Core Standards; and, "a focus on student ownership of learning and the real-world application of learning" 138th St. School received LCAP funds to: "upgrade and integrate wireless systems for 1:1 technology implementation.;" "increased the number of site-based Technology Mentors;" and expand Project Lead The Way [and related teacher training];" and, "hire a 50% FTE Reading Intervention Specialist. Title 1 funding made possible the hiring of a "Math Coach to assist targeted students in Math comprehension."

### 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	\$7,414	\$938	\$6,476	\$86,766
District	♦	♦	\$6,472	\$90,535
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			0.1	-4.3
Percent Difference: School Site/ State			-9.5	19.4

\* 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.