



August Boeger Middle School

1944 Flint Ave. • San Jose, CA 95148-1213 • 408.223.3770 • Grades 6-8

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<https://www.mpesd.org/Page/9>

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

Mt. Pleasant Elementary School District

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District Governing Board

Robert Ramirez

Betty Martinez

Antonio Perez, Jr.

Brenda Serrano

District Administration

Mariann Engle
Superintendent

August Boeger Middle School

Vision

All Students Achieve

The mission of August Boeger Middle School is to provide our students with a safe learning environment that promotes academic success through social emotional learning, critical thinking, and problem solving. We strive to build strong relationships and create responsible, productive students in a global society.

August Boeger fosters a safe, respectful, and responsible environment that promotes learning. August Boeger Middle School consists of grades 6, 7, and 8 with a student body of 554 students. The school is located near the foothills in east San Jose, California. It is the only traditional middle school in the Mount Pleasant Elementary School District. The staff is comprised of two administrators, a part-time psychologist, a part-time speech therapist, a part-time counselor, a part-time family case manager, 2 secretaries, 1 health clerk, 28 certificated staff and a support staff of 7. In addition, the school has a library technician, and two campus supervisors.

August Boeger has an active Mount Pleasant After School program (MPAS) that serves about 150 students from 2:35 until 6:00 PM. Our MPAS program provides homework center, enrichment activities, and sports.

The teachers' facilitate student learning with the goal that each student master the California Common Core State Standards. We value the 4 C's of 21st Century Learning (collaboration, creativity, critical thinking and communication) and use AVID elective and strategies to provide rigor and structure to our students' daily learning.

Our staff is a community of learners who work together to improve teaching practices. We value and encourage the family partnership that is necessary for fostering high student achievement. The August Boeger staff works, alongside our parents, to achieve student success.

Curriculum and Instruction

Instructional Day.

We have six periods with homeroom at the beginning of each day. Our 6th grade students are in Core classrooms (Science/Math & Language Arts/Social Studies) and are grouped for English Language Development (ELD) instruction for forty-five minutes each day based on the students' language proficiency levels. Our 7th and 8th grade students rotate classes for Language Arts, Social Studies, Mathematics, Elective (AVID, Leadership, World Language, STEM, Band, Movement, and Art), ELD, Physical Education, and Science. Our students use technology through our five mobile labs, and three iPad carts.

Teaching and Learning.

Through the implementation of the district-adopted curriculum and project-based learning, students tackle a challenging academic curriculum in ways that are engaging, meaningful, based on real-life contexts, and adaptable to a variety of learning styles. The curriculum is tied to the Common Core State Standards. The school informs parents of their student's progress; report cards are provided to parents three times a year, and grade checks are given to parents twice a month. Parents also receive their student's Standardized test results in the summer with a follow-up interpretation of results at the fall parent-teacher conference. Teachers use curriculum assessment and formative assessment data during the school year to assess teaching and learning practices and provide feedback to students and parents.

Addressing students' needs.

The school works in collaboration with multiple stakeholders to address the academic, emotional and physical needs of our students. Academically the goal is to improve teaching and learning practices for all students by providing professional development and opportunities for teachers to collaborate. When students are not successful, the school will take the following actionable steps to address their needs. The schools hold a Student Success Team (SST) meetings with parents, student, homeroom teacher, counselor, student advisor, principal, and psychologist. We determine what the student needs with input from all stakeholders and create a plan to help the student succeed. We continue to monitor students throughout the school year and adjust the plan as needed. Students who are significantly behind in reading, participate in LLI or System 44; both programs are researched reading intervention programs that provide adaptive individualized instruction. Besides providing targeted supports identified during the SST meetings, and providing support during the school day through ELD, AVID, homeroom, and inclusion classrooms the school also offers additional academic support to identified students by providing extended day and extended year opportunities. The school also has a family case manager to support our students and families to access school and community resources. The district has several partnerships with community agencies such as Foothill Community Health Center, Santa Clara Mental Health, Alum Rock Counseling, and other agencies.

Response to Intervention

We identify students at risk through our RtI process and hold Student Success Team (SST) meetings with parents, student, homeroom teacher, counselor, student advisor, principal and psychologist. We determine what the student needs with input from all stakeholders and create a plan to help the student succeed. We continue to monitor students throughout the school year and adjust the plan as needed. Students who are significantly behind in reading, participate in LLI or System 44; both programs are researched reading intervention programs that provide adaptive individualized instruction.

School Discipline

August Boeger staff has been trained in the PeaceBuilder Program and BEST Positive Behavior Interventions and Supports (PBIS) programs. These programs promote personal and community safety, respect, and responsibility. Students receive "Boeger Bucks" from August Boeger staff as they promote how to Be Safe, Be Respectful, and Be Responsible. We have high expectations and believe that all children can learn. Our discipline is fair, consistent, and research based. We promote a sense of school pride in all students by recognizing student achievement and progress. We focus on making our school a positive and safe learning environment in order to set the foundation for student achievement. We are also beginning to incorporate the MTSS process to our school.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	198
Grade 7	190
Grade 8	194
Total Enrollment	582

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	18.0
Filipino	2.1
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	1.4
White	2.2
Socioeconomically Disadvantaged	84.2
English Learners	35.1
Students with Disabilities	17.9
Foster Youth	0.5

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			
August Boeger Middle School	16-17	17-18	18-19
With Full Credential	24.4	22.7	20
Without Full Credential	1	2.2	3
Teaching Outside Subject Area of Competence	0	0	0
Mt. Pleasant Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	103
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
August Boeger Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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)

The district adopted instructional materials aligned to the CA content standards. The district used a committee to pilot and adopt the most recent adoptions in English Language Arts in grades 3-8th grade and Mathematics in K-8th grade. Last school year and at the beginning of 2018, the K-2 teachers piloted and made the recommendation to adopt an English Language Arts curriculum. The district is also in the process of reviewing Science curriculum aligned to the Next Generation Science Standards. The goal is to identify a curriculum for K-8 this school year and implement in 2019-20 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2019-20.

At the beginning of the 2018-19 school year, the district had the annual Williams audit from the Santa Clara County Office of Education, there were no findings, and to date, there have been no reported insufficiencies. There are sufficient textbooks and instructional materials for all students.

Textbooks and Instructional Materials Year and month in which data were collected: 2017 September	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	EL Education, adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics (CPM); for grades 6-8, adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin, Houghton Mifflin California Middle School Science; for grades 6-8, adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littell, McDougal Littell California Middle School Social Studies; for grades 6-8, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

August Boeger Middle School was constructed in 1967. The quad was upgraded to improve the flow and accessibility for students and staff. In addition, new classrooms were added in 2001. All classrooms have internet accessibility and are air conditioned. New windows, doors and white boards were installed in 2003 and 2004. During the summer of 2012, one wing of classrooms was renovated. With the passing of the bonds, other upgrades and repairs have occurred in the the summers of 2013 and 2014. August Boeger has new facilities for our students: August Boeger Gymnasium was built in October 2015 and a covered lunch area was constructed in December 2015, science classrooms were remodeled in January 2016, restrooms were renovated in August 2016, and outside quad area was remodeled and completed in December 2016. The campus was adopted by City Year for a beautification project in January 2019 where several outdoor and indoor murals were painted around campus. In addition, benches, tables and an outdoor classroom was constructed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 2017 September		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 2017 September		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

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	40.0	41.0	37.0	36.0	48.0	50.0
Math	20.0	21.0	28.0	25.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.7	26.8	29.8

* 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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	577	565	97.92	41.42
Male	312	305	97.76	39.67
Female	265	260	98.11	43.46
Black or African American	12	12	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	103	99	96.12	69.70
Filipino	12	12	100.00	75.00
Hispanic or Latino	409	401	98.04	33.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100.00	56.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	480	470	97.92	39.57
English Learners	341	332	97.36	37.05
Students with Disabilities	105	104	99.05	6.73
Students Receiving Migrant Education Services	--	--	--	--
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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	578	572	98.96	21.19
Male	313	311	99.36	21.29
Female	265	261	98.49	21.07
Black or African American	12	12	100	0
American Indian or Alaska Native	--	--	--	--
Asian	103	102	99.03	58.82
Filipino	12	12	100	25
Hispanic or Latino	410	405	98.78	11.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	100	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	481	477	99.17	19.96
English Learners	341	339	99.41	18.29
Students with Disabilities	105	103	98.1	2.94
Students Receiving Migrant Education Services	--	--	--	--
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)

Contact Person: Stephanie Hernandez

Contact Phone No. (408) 223-3770

August Boeger has the following opportunities for our families: School Site Council (SSC), Parent Teacher Student Association (PTSA), English Language Acquisition Parent Committee (ELAC), and Gifted and Talented Parent Advisory Committee (GATE). Our School Site Council meets every second Thursday of each month at 4:00 PM and PTSA meets four times a year at 6:00 PM. Both meetings take place in the staff room. Another opportunity are our District Parent Academic Fairs. There are four fairs a year. Parents are invited to participate in classes to see what students do in school and learn about ways to support their students (ex: Internet Safety). In addition, the school has dances, a carnival, AVID Parent Night, CAASPP Parent Night, Behavior Counts Preferred Activity Times, Saturday school and an active after school sports program where parents are welcome and needed to support the student-athletes.

Mount Pleasant recognizes the critical role that parental involvement plays in student success. Mount Pleasant Elementary School District collaborated with the Santa Clara County Office of Education to provide ongoing trainings across the district to provide parents with the tools to support their children's academic achievement understanding the Common Core Standards.

The Proud Parenting Program (Triple P) has been available to our families which offers clients two opportunities for support – Case Management and a Parenting Workshop Series. Parents can participate in a ten-session standard model or in an eight-session group format. Triple P is an evidenced-based intervention with youthful parents, ages 14 – 25, involved with the child welfare and/or juvenile justice system.

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

August Boeger staff has been trained in the PeaceBuilder Program and BEST Positive Behavior Interventions and Supports (PBIS). These programs promote personal and community respect, responsibility and safety. The staff continues to receive trainings in positive behavior strategies and interventions throughout the year. The BEST Committee, composed of classified and certificated staff members, meets monthly to look at data and make recommendations to improve school climate. August Boeger staff has received professional development in Social Emotional Learning. The school is working to incorporate more restorative justice practices, where students are more responsible for their behaviors and all students take ownership in the school community. A school wide reward system (Boeger Bucks) and classroom reward systems are in place to increase student motivation and positive behaviors. The school has seen a significant reduction in office referrals, and out of school suspensions since these practices have been incorporated.

Data collected through the California Heathy Kids Survey, School Climate Survey and parent surveys are used to help improve school climate and address any identified issues. Student assemblies have been held to address anti-bullying efforts, drug prevention and gang-prevention, and explicitly teaching expected behaviors in the school setting.

The administration works closely with the San Jose Safe School Campus Coalition and community based organizations to assist with school and community issues. Behavioral health and counseling services are provided on-site by Foothill Community Clinic Counselors and by Alum Rock Counseling Center Counselors through on-going partnerships to help students who are struggling with behavioral and emotional issues.

Parents are involved through parent education nights to educate parents on community issues such as gang and drug awareness as well as participation on various school committees.

August Boeger is a closed and safe campus. Campus Supervisors assist in supervising the campus and supporting students. The facility is surveyed daily for any safety concerns including graffiti and issues are promptly resolved. Emergency drills are held to ensure students know and can use safety procedures in case of a fire or earthquake. School lock down drills, where students practice what to do in case of an intruder on campus, are held two times per year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.6	7.5	7.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.6	3.3	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.6
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.5
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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	20.0	22.0	21.0	18	11	12	7	10	12	5	4	3
Mathematics	26.0	25.0	26.0			4	1	1	8			4
Science	22.0	21.0	23.0	6	3	5	12	5	13			
Social Science	27.0	28.0	26.0	3	1	3	6	9	8	4	2	2

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

Professional Development provided for Teachers

The Mt. Pleasant School District has consistently focused their staff development efforts to address the needs of the students and teachers to increase student achievement, address the Social Emotional needs of the students, and support teachers to use Culturally Relevant instruction and behavior strategies to engage students academically. In the past three years, the professional development focus for teachers has been to support teachers with the implementation of the newly adopted English Language Arts and Mathematics curriculum. Below are examples of the professional development that the district and school have provided in the past three years:

On Going:

- Our teachers have collaboration time once a month where they can meet for at least half a day and apply the cycle of inquiry and work on their project-based learning units.
- Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credential. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching professions and complete all induction requirements.
- Our AVID teachers provide ongoing professional development on AVID strategies throughout the year.

Summer of 2016:

- Two-day math training to support teachers with the implementation of a new math adoption, College Preparatory Mathematics (CPM) for grades sixth through eighth.
- Provided differentiated Staff Development for all grades, the following staff development opportunities were available to teachers, teachers registered according to their grade level and professional needs:
 - ELD (Designated and Integrated) and the use of the new ELA/ELD Framework
 - Project Based Learning (PBL),
 - Social-Emotional/Restorative Practices.

2017-18:

- Teachers in 3-8 grade participated in a two-day training (8/21-8/22), the goal of the training was to learn how to best implement the new English Language Arts Adoption (EL Education). Follow up training was provided on Jan. 8, 2018.
- All 6-8 grade teachers participated in a two-day training (8/21-8/22) on Integrated ELD. With the use of the ELD/ELA Framework, teachers had the opportunity to understand the connection between Integrated ELD and Grade Level Content.
- Teachers worked collaboratively across content areas to plan. Follow-up training took place Jan. 8, 2018.

2018-2019**July 10-11th:**

Discover the power of Language Dives, 3rd-5th-grade teachers. Language Dives empower students to analyze, understand, and use the language of academic sentences.

August 16th:

Teacher in grades K-8 grade came together to review the new Math concept maps

August 17th:

- All 3-5 grade teacher on a one-day training on how to implement the ALL Block, an essential component of the newly adopted English Language Arts curriculum. Teachers will receive additional support during the school year.
- All 6-8 grade teachers received a one-day professional development on the use of Language Dives and Conversation Cues, the use of these strategies support English language learners to deconstruct complex text in all subject areas and
- engage in collaborate discourse. Teachers will receive additional support during the school year.

January 7th:

All Grades, review essential components of Project Based Learning (PBL). Teachers received guided support to work collaboratively with grade level peers and departments to develop a PBL unit that is culturally relevant to the students/communities that we serve. The PBL incorporated the Global Citizenship standards to help students understand their role as global citizens who respect and value diversity, understanding social justice, work with others to make the world around them more equitable, and help students take responsibility for their actions.

January 24th:

6th-8th Grade Leadership Team received training on Language Dives to be able to train the rest of the staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,696	\$48,064
Mid-Range Teacher Salary	\$75,685	\$75,417
Highest Teacher Salary	\$105,926	\$94,006
Average Principal Salary (ES)	\$128,615	\$119,037
Average Principal Salary (MS)	\$125,004	\$123,140
Average Principal Salary (HS)	\$0	\$135,974
Superintendent Salary	\$176,848	\$183,692
Percent of District Budget		
Teacher Salaries	35.0	36.0
Administrative Salaries	9.0	6.0

* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,279	\$2,953	\$8,325	\$69,926
District	◆	◆	\$8,939	\$75,031
State	◆	◆	\$7,125	\$76,046
Percent Difference: School Site/District			-7.1	-7.0
Percent Difference: School Site/ State			15.5	-8.4

* 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.