August Boeger Middle School

1944 Flint Ave. • San Jose, CA 95148-1213 • 408.223.3770 • Grades 6-8
Ms. Maurissa Koide, Principal
mkoide@mpesd.org
https://www.mpesd.org/Page/9

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

Mt. Pleasant Elementary School District

3434 Marten Ave.
San Jose, CA 95148-1300
(408) 223-3710
www.mpesd.org

District Governing Board

Frank Biehl

Antonio Perez, Jr.

Betty Martinez

Robert Ramirez

Brenda Serrano

District Administration

Mariann Engle
Superintendent

School Description
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 538 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, 29 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 six Chromebook carts, and five 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 school holds 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, a reading intervention program that provides 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 the students and families to access school and community resources. The district has several partnerships with community agencies such as Foothill Community Health Center, Diva Diveristy Counseling, 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 stake-holders 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, a reading intervention program that provides 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	160
Grade 7	207
Grade 8	189
Total Enrollment	556

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	17.1
Filipino	1.3
Hispanic or Latino	74.3
Native Hawaiian or Pacific Islander	1.4
White	2.5
Two or More Races	0.4
Socioeconomically Disadvantaged	81.1
English Learners	38.1
Students with Disabilities	20.3
Foster Youth	0.5
Homeless	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 August Boeger Middle	17-18	18-19	19-20
With Full Credential	22.7	20	19.6
Without Full Credential	2.2	3	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mt. Pleasant	17-18	18-19	19-20
With Full Credential	♦	♦	91.6
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at August Boeger Middle School

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

* 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)
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. 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 the Science aligned to the Next Generation Science Standards. The goal is to identify a curriculum for K-8 this school year and implement it in the 2020-21 school year. Although the HSS curriculum is from our most recent adoption, the district will review instructional materials for a possible pilot in 2020-21.

At the beginning of the 2019-20 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: January 2020

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

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 were constructed. In the summer of 2019, the HVAC system was updated in one of the wings.

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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	41	44	36	38	50	50
Math	21	20	25	26	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
7	34.7	21.2	8.3

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	539	520	96.47	44.04
Male	282	272	96.45	41.18
Female	257	248	96.50	47.18
Black or African American	13	12	92.31	41.67
American Indian or Alaska Native	--	--	--	--
Asian	83	79	95.18	73.42
Filipino	--	--	--	--
Hispanic or Latino	401	388	96.76	37.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	453	440	97.13	41.36
English Learners	280	265	94.64	35.09
Students with Disabilities	96	93	96.88	8.60
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	10	83.33	16.67

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	539	528	97.96	19.51
Male	282	279	98.94	20.79
Female	257	249	96.89	18.07
Black or African American	13	11	84.62	9.09
American Indian or Alaska Native	--	--	--	--
Asian	83	82	98.80	60.98
Filipino	--	--	--	--
Hispanic or Latino	401	395	98.50	11.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00	14.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	453	444	98.01	17.79
English Learners	280	276	98.57	12.68
Students with Disabilities	96	92	95.83	3.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	12	12	100.00	0.00

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)
PTSA President: Jennifer Dinis
SSC President: Miguel Meza
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 four times a year and PTSA meets six times a year. Both meetings take place in the staff room. Another opportunity for parent engagement is through our District Parent Academic Fairs. There are four fairs a year. Parents are invited to participate in classes to see what students learn in school and and hear 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 Diva Diversity 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.5	13.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.3	4.7
Expulsions Rate	0.0	0.0	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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	1.3

*   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+
6	19	20	33	1	21	18	33	3	20	20	27	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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	22	11	10	4	21	12	12	3	21	12	10	4
Mathematics	25		1		26	4	8	4	25	4	7	5
Science	21	3	5		23	5	13		22	6	12	1
Social Science	28	1	9	2	26	3	8	2	27	2	8	3

*   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 its staff development efforts to address the needs of the students and teachers to increase student achievement. In the past three years, the professional development 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 schools have provided in the past three years:

2017-18 to 2019-2020:

*Teacher Induction: In partnership with Silicon Valley New Teacher Center, the district assists new teachers to clear their teaching credentials. Teachers receive staff development and mentor support from a credential teacher on special assignment to master the standards for the teaching profession and complete all induction requirements.

*Our AVID teachers provide ongoing professional development on AVID strategies throughout the year.

All Grades reviewed 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.

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 on Jan. 8, 2018.

2018-2019:

July 10-11th:

Teachers met for half a day to collaborate by grade level or department at least once a month. Teachers used cycles of inquiry to monitor student progress. Teachers also developed project-based learning units.

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:

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

August 17th:

All 3-5 grade teachers received a one-day training on how to implement the ALL Block. All Block is an essential component of the newly adopted English Language Arts curriculum. Teachers received additional support during the school year.

All 6-8 grade teachers received a one-day professional development on how to use Language Dives and Conversation Cues. The use of these strategies supports English language learners to deconstruct complex text in all subject areas and engage in collaborative discourse. Teachers received additional support during the school year.

January 24th:

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

2019-2020

August 15 -16:

Kindergarten to Fifth-grade teachers reviewed the NGSS as grade level and identified key skills and big ideas. Teachers also identified the gaps within the currently adopted curriculum and identified supplementary material to address the NGSS for their grade level.

K-2 teachers received training on the new English Language Arts adopted curriculum

6-8 grade teachers received AVID training to implement AVID strategies across subject areas and schoolwide.

Throughout the 2019-20 school year:

Teachers and administrators engaged in continuous cycles of inquiry with each of the school's leadership teams. Each school identified a problem of practice and implemented inquiry cycles using the Improvement Science framework to address their problem of practice. Each group received ongoing coaching support from PIVOT learning.

In partnership with the Eastside alliance, every school had a team composed of teachers and administrators; the team received professional development on teacher efficacy. The goal is to engage across grade levels in the district and the feeder High School to address low student performance in Mathematics. The work will continue next school year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,610	$49,378
Mid-Range Teacher Salary	$78,334	$77,190
Highest Teacher Salary	$109,633	$96,607
Average Principal Salary (ES)	$134,363	$122,074
Average Principal Salary (MS)	$131,249	$126,560
Average Principal Salary (HS)	$0	$126,920
Superintendent Salary	$183,038	$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	36%
Administrative Salaries	9%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,772	$3,383	$8,389	$72,799
District	N/A	N/A	$9,374	$77,334
State	N/A	N/A	$7,506.64	$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-11.1	-6.0
School Site/ State	11.1	-6.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Not applicable

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	4.8

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

*Where there are student course enrollments of at least one student.

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.