

# **Joaquin Moraga Intermediate School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Joaquin Moraga Intermediate School
<b>Street</b>	1010 Camino Pablo
<b>City, State, Zip</b>	Moraga, CA 94556-1899
<b>Phone Number</b>	(925) 376-7206
<b>Principal</b>	Joan Danilson
<b>Email Address</b>	<a href="mailto:jdanielson@moraga.k12.ca.us">jdanielson@moraga.k12.ca.us</a>
<b>Website</b>	<a href="http://jm.moraga.k12.ca.us">jm.moraga.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	07617476003925

Entity	Contact Information
<b>District Name</b>	Moraga Elementary School District
<b>Phone Number</b>	(925) 376-5943
<b>Superintendent</b>	Bruce K. Burns
<b>Email Address</b>	bburns@moraga.k12.ca.us
<b>Website</b>	www.moraga.k12.ca.us

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

Enrollment at Joaquin Moraga Intermediate School (JMIS) includes sixth, seventh and eighth-grade students. To facilitate the transition from elementary to intermediate school, students in sixth grade are assigned to one teacher for three periods of the day and the remainder of their classes are one period each. Seventh-grade students are assigned to their English teacher for two periods daily and the remainder of their classes are one period each. In preparation for the transition to high school, eighth-graders attend one period of English and the remainder of their classes are also one period each.

The programs offered at JMIS place a major emphasis on the continuing development and application of basic skills while providing activities to encourage the extension and development of thought and reason. In addition, efforts are made to provide students an opportunity to participate in a variety of experiences designed to increase their creative, social and physical awareness.

The school enjoys a very positive and supportive parent community. Parents demonstrate support of their children and the instructional staff in many ways including volunteering in the library and in the classrooms, serving hot lunches to students, serving as ECO Station and lunch supervision volunteers, serving on committees and providing clerical support to teachers. The JM-PTA supports the funding of classroom materials and school enrichment programs.

A safe and positive environment at JMIS provides a setting where students can continue developing their academic skills and social growth. The staff is very much aware of the needs of intermediate school-age children and provide many opportunities to encourage participation and success in the classroom and beyond.

Joaquin Moraga Intermediate School is located at 1010 Camino Pablo in Moraga, California and for the 2019-2020 school year serves 673 sixth through eighth-grade students: 223 sixth-graders; 226 seventh-graders and 224 eighth-graders.

The school staff includes twenty-nine full-time and six part-time general education and special education teachers (all teachers are fully credentialed), part-time library technician, three special education instructional assistants, three part-time writing aides, two secretaries, a full-time psychologist, a counselor, a part-time student services coordinator, two administrators and three custodians. The school also receives support from other District employees.

The Joaquin Moraga Intermediate School staff embraces our vision, mission, and values:

- JM's Mission: Joaquin Moraga Intermediate School's mission is to prepare students for the future, to develop a life-long love of learning, to provide a positive and safe environment for learning, to provide positive development of self and to provide opportunities for students to be constructive and contributing members of the community and society.
- JM's Vision: Joaquin Moraga Intermediate School staff embraces our vision that each individual student will meet the future with the ability to:
  - Find the joy and value in learning ,
  - Think critically and creatively
  - Be responsible and take initiative
  - Succeed in an ever-changing world
  - Communicate and work well with others

- Lead healthy lives through self-awareness
- Become ethical and caring citizens of a diverse world
- JM Values:
- Honesty and respect
- Clear, open, appropriate and timely communication and collaboration among students, staff members, parents and the community
- Providing effective and efficient school-wide services
- Providing a well prepared and challenging curriculum to meet the needs of all students while supporting the whole child
- Communicating, adhering to and consistently implementing high academic, behavioral and social expectations
- A safe, eco-friendly and well-maintained school environment that promotes independence, caring, creativity and school pride
- The effective and efficient use of classroom time
- Leadership that is widely dispersed to empower stakeholders in their commitment to the school mission, vision, and goals

One of our goals at Joaquin Moraga Intermediate School is to continue to establish the tradition of providing a high-quality educational program. It is our belief that all students can learn and should be provided with an academic program that is challenging, continues to be reevaluated and improved, provides for individual success and builds self-esteem.

Parents in the Joaquin Moraga Intermediate School community are well informed, interested in their school and actively involved. Anyone in the school community may become a member of the PTA. The PTA provides financial support that directly impacts students and their teachers in the classroom. The PTA also provides parent volunteers to support a variety of activities on campus. A board of parent officers oversees the PTA, approves expenditures and solicits parent involvement.

Members of the community have organized and actively participate in the Moraga Education Foundation. The MEF, a community organization, provides financial support for five Moraga schools. During the 2019-2020 school year, the foundation funded classroom teachers, music/band teacher, art teacher, counselor, librarian, Math Acceleration/Intervention Program, Student Wellness Staff Development, technology, curriculum instruction specialist, classroom materials, school supplies and elective support in Spanish, French, Engineering & Robotics, Video Production, Debate, Computer/Coding and Z period. For the 2018-2019 school year, \$2,425,000 was donated, in school grants through MEF to support the three Moraga elementary schools, Joaquin Moraga Intermediate School and Campolindo High School.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	222
<b>Grade 7</b>	212
<b>Grade 8</b>	221
<b>Total Enrollment</b>	655

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	14.2
Filipino	1.8
Hispanic or Latino	8.1
Native Hawaiian or Pacific Islander	0.2
White	63.2
Two or More Races	11.5
Socioeconomically Disadvantaged	3.1
English Learners	1.4
Students with Disabilities	12.4
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	36	34	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

**Year and month in which data were collected:** January 2019

All students were assigned adopted textbooks and materials.

The District is currently reviewing Next Generation Science Standards (NGSS) materials, History Social Science textbooks, and French textbooks. The plan is to adopt new curriculum during the 2019-2020 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 6-8 Houghton Mifflin Harcourt CA Collections (2016) Reading/Language Arts Writing Units of Study-Lucy Calkins (2015)	Yes	0
<b>Mathematics</b>	Grade 6-8 Pearson - CA Digits (2014)  Algebra - McGraw Hill Glencoe Algebra 1 - Common Core Edition (2014)	Yes	0
<b>Science</b>	Grade 6-8 Focus on Science - Prentice Hall (2008)	Yes	0
<b>History-Social Science</b>	Grade 6 Ancient Civilizations - Prentice Hall (2006)  Grade 7 Medieval and Early Modern Times - Glencoe (2006)  Grade 8 The American Journey to World War I - Glencoe (2006)	Yes	0
<b>Foreign Language</b>	Avancemos (Spanish) (2015)  Bon Voyage! Level 1 (French) - Glencoe (2004)	Yes	0

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

Joaquin Moraga Intermediate School is currently comprised of nine buildings, including an auditorium, music building, gymnasium, library, one computer lab, and one engineering lab. Through funding provided by Measure V, modernization efforts will commence in the Summer of 2020. Construction is scheduled to wrap up after the Summer of 2021. The district-wide project intends to vastly improve the student experience through such initiatives as renovated classrooms and a rejuvenated basketball court/student locker room. Furthermore, outdoor walking paths with worn-out concrete and elevated sections are to be fixed completely.

Joaquin Moraga Intermediate School provides a safe and clean environment for students, staff, and community members. Site custodians ensure a sanitary learning space through daily work that is supervised and inspected by site principals on a routine basis. All classrooms, restrooms, and athletic centers are prioritized on the regular cleaning schedule. Outside trash is collected daily to reduce an unwanted animal presence on the school campus. The district recently added modern cleaning-chemical dispensers in the custodian closets to further guarantee the optimal cleaning agent is utilized for the right job. The site principal and custodians work in conjunction with the district Director of Buildings and Grounds to seek ways to increase the cleanliness of the JMS campus regularly. The school is inspected annually by the Fire Marshal and periodically by school site administrators.

The repair and maintenance of Joaquin Moraga Intermediate School are prioritized and implemented by the Director of Buildings and Grounds. Work is carried out by the members of the Maintenance Department to ensure that the facilities remain in excellent repair. Generally, site custodians, secretaries, and principals submit tickets through the work order system for the Director of Buildings and Grounds to receive. Emergency repairs are given the highest priority, as is anything that poses a threat to student safety. Priorities for the Maintenance Department to address are the roofs for the Gym Building and H Building. The district's November 2019 FIT report identified these two roofs as in Fair condition. These designated areas of concern are to be addressed during Measure V Modernization, referenced above.

## School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Monitor aging HVAC units and repair as needed
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Substitute Custodian pool being developed to address staff absences
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Two roofs identified as needing renovations

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	87	88	85	86	50	50
<b>Mathematics (grades 3-8 and 11)</b>	79	84	79	82	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	663	658	99.25	0.75	87.99
<b>Male</b>	343	341	99.42	0.58	85.04
<b>Female</b>	320	317	99.06	0.94	91.17
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	98	97	98.98	1.02	95.88
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	83.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	415	413	99.52	0.48	86.92
Two or More Races	81	80	98.77	1.23	88.75
Socioeconomically Disadvantaged	29	29	100.00	0.00	86.21
English Learners	18	16	88.89	11.11	81.25
Students with Disabilities	89	87	97.75	2.25	51.72
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	664	660	99.40	0.60	83.94
Male	343	342	99.71	0.29	82.46
Female	321	318	99.07	0.93	85.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	98	98	100.00	0.00	95.92
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	416	414	99.52	0.48	81.88



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	81	80	98.77	1.23	88.75
Socioeconomically Disadvantaged	30	30	100.00	0.00	70.00
English Learners	18	17	94.44	5.56	76.47
Students with Disabilities	89	86	96.63	3.37	27.91
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	6.6	25.4	61.5

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are an integral part of the learning community at Joaquin Moraga Intermediate School. Our parent community is well-informed and articulate, and we make much effort to include parents in all aspects of the functioning of the school. Parents volunteer in classrooms, school projects, serving lunch, and also assist with field trips, class parties and activities, copying in the office, and helping at home with many projects and assignments. Our PTA offers many opportunities for parents to be involved in school and community related events such as serving as committee chairs and members, fundraising activities, legislative action, and communication to other parents. The School-Based Coordinated Program Council (SBCP), comprised of staff and parents, meets regularly to monitor curriculum and instruction, makes suggestions for improvement, and annually approves the Single Site Plan for Student Achievement. The Moraga Education Foundation (MEF) raises funds from the community in support of selected instructional programs. Our parent community financially supports school personnel, activities, and events through many significant, generous donations.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.3	0.5	0.2	0.6	0.3	0.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The District's Student Safety Committee, comprised of parents, classified staff, teachers, administrators, superintendent and at least one governing board member and representatives from the police department and the Child Abuse Prevention Council as needed, meet at least four times a year to monitor the District's Comprehensive Safety Plan or CSP. The Student Safety Committee develops annual CSP goals and ensures the CSP is compliant per SB 187. The CSP is annually approved by the Governing Board in June.

The plan consists of two sections:

1. The "Comprehensive School Safety Plan" (Section II), which includes all components required by Education Code 32281-32282 except for the emergency preparedness components.
2. The "Emergency Preparedness Plan" (Section IV) includes disaster procedures (routine and emergency), including earthquakes and other man made or natural disasters.

Individual school sites have developed site specific emergency plans and procedures for a variety of different types of emergencies, including:

3. Pre-Disaster Procedures
4. Evacuation routes
5. Incident Command and Staff Assignments (roles and responsibilities)
6. Operations
7. Safety/Security
8. Planning
9. Student Release
10. Communications

#### 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	24	5	17		24	5	15		23	5	16	
Mathematics	21	13	11		21	9	12		23	8	11	
Science	27	2	16		27	1	17		27		18	
Social Science	27	2	16		27	1	15		27		16	

\*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.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0

\*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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,952.36	\$182.97	\$6,769.40	\$76,641.82
District	N/A	N/A	\$8,914.62	\$74,887.00
Percent Difference - School Site and District	N/A	N/A	-27.4	2.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-10.3	-1.3

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

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

## Types of Services Funded (Fiscal Year 2018-19)

The following is a partial list of programs and services to support and assist students: 6-8 Counseling; 6-8 Binder Hospital; 6-8 Where Everyone Belongs; 6-8 Safe School Ambassadors; 6-8 math support classes; 6-8 summer math support; online computer support; 6-8 Zeros Aren't Permitted program; 6-8 after-school enrichment and athletics; 6-8 student councils; additional preparation period for science teachers to implement the NGSS; 6-8 lunch study sessions; Student Study Team; 6-8 assessments, 6-8 professional learning communities; 6-8 writing aides; 6th grade Speak Up Be Safe instruction; 6-8 elective classes; 6-8 music and art programs; 6-8 computer and library programs.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,063	\$49,378
Mid-Range Teacher Salary	\$68,750	\$77,190
Highest Teacher Salary	\$89,990	\$96,607
Average Principal Salary (Elementary)	\$144,540	\$122,074
Average Principal Salary (Middle)	\$161,391	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$217,902	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development (Most Recent Three Years)

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

Five district-wide staff development days were scheduled in each of the school years 2016-17, 2017-18, 2018-19. These days were scheduled and held outside the 180-day student calendar. The focus of these professional development days in 2018-2019 was to educate teachers, administrators and staff about the new common core state standards, specifically in the Next Generation Science Standards (NGSS), mathematics, and English Language Arts (ELA). The focus was selected in conjunction with the District's LCAP goals. In addition, teachers were provided opportunities to attend workshop events that focused on learning about common core standards and how their instructional strategies will improve student learning. Release time is provided for teachers to observe other classrooms and collaborate about instruction. The Beginning Teacher Induction Program assigns new teachers with a mentor teacher. This program is a two-year mandatory program for all new beginning teachers in the Moraga School District. Teachers receive support from one another, site administrators, consultants and the MSD teacher on special assignment.