

Eleanor J. Toll Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2018—19)	
School Name	Eleanor J. Toll Middle
Street	700 Glenwood Rd.
City, State, Zip	Glendale, Ca, 91202-1524
Phone Number	818-244-8414
Principal	Dr. Thomas Crowther, Principal
E-mail Address	tcrowther@gusd.net
County-District-School (CDS) Code	19645686057723

Last updated: 1/22/2019

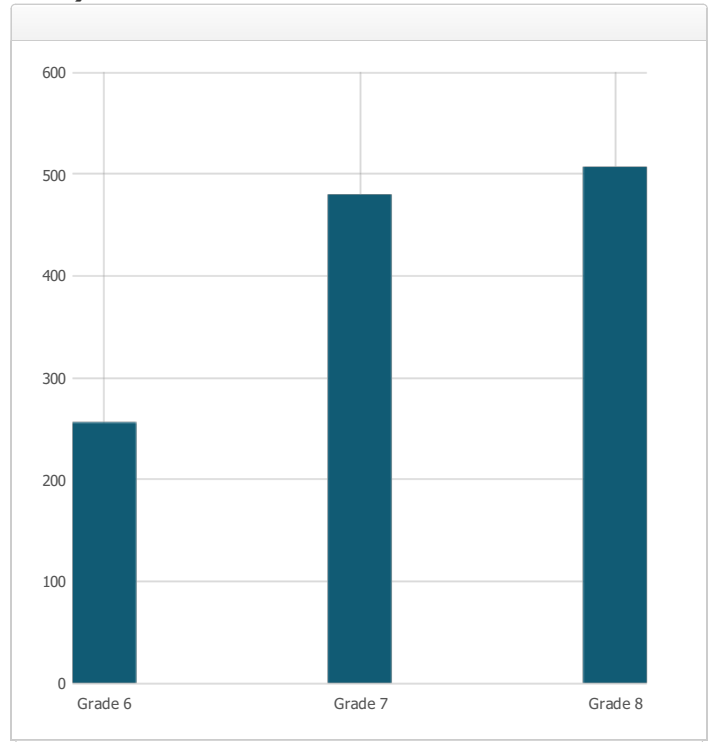
School Description and Mission Statement (School Year 2018—19)

Eleanor J. Toll Middle School is an inclusive community of students, educators and families that exercises the values of success, respect, cleanliness, punctuality and service to become compassionate and productive individuals at school and in society.

Last updated: 1/22/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 6	256
Grade 7	480
Grade 8	507
Total Enrollment	1243



Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.4 %
American Indian or Alaska Native	0.1 %
Asian	7.2 %
Filipino	6.3 %
Hispanic or Latino	18.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	64.7 %
Two or More Races	2.2 %
Other	-0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.6 %
English Learners	14.9 %
Students with Disabilities	8.0 %
Foster Youth	0.2 %

A. Conditions of Learning

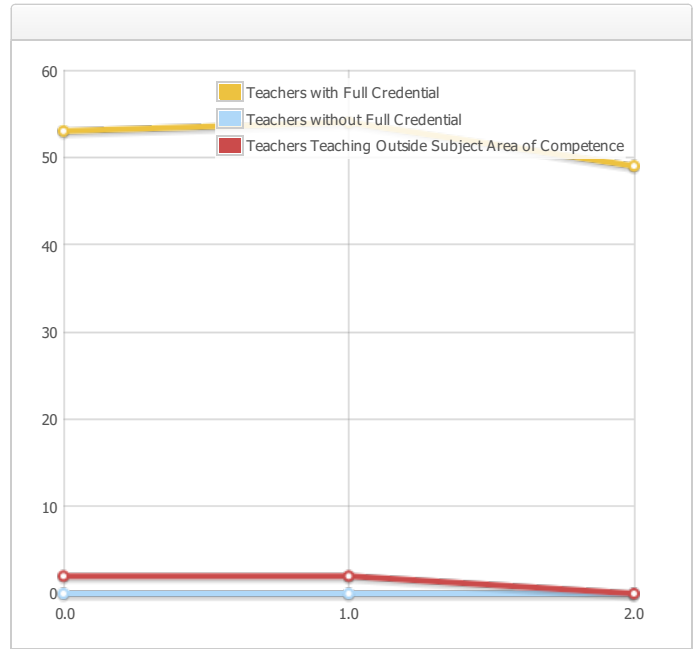
State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	53	54	49	1125
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	0	55



Last updated: 1/22/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/22/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	Piloted CPM and HMH Math programs in advance of the conclusion of the adoption cycle	Yes	0.0 %
Science	Prentice Hall - California Earth Science/2007 Prentice Hall - California Life Science/2007 Prentice Hall - California Physical Science/2007	Yes	0.0 %
History-Social Science	McDougal Littell - World History: Ancient Civilizations/2006 McDougal Littell - World History: Medieval & Early Modern Times/2006 McDougal Littell - Creating American: Beginnings Through WWI/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol - Mas Practica/2005 McGraw Hill-Glencoe - Bon Voyage! Level 1/2005	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/22/2019

School Facility Conditions and Planned Improvements

Toll Middle School, originally constructed in 1926, is currently situated on 9.31 acres and is comprised of 54 classrooms, a library, three stationary computer labs, 11 mobile computer lab carts, an auditorium, a cafeteria, covered lunch shelters, a multipurpose room, administrative offices, a gymnasium and athletic fields. The final phases of Measure K modernizations were completed in the fall of 2005. At that time, the school's technological capabilities, infrastructure, and handicap accessibility were all thoroughly upgraded. The school also has several landscaped areas for students and parent enjoyment. With the passage of Measure S in the spring of 2010, we anticipate further improvements and modernization of our computer network and technology related infrastructure. Additionally other classrooms and systems were upgraded in the summer of 2013.

Last updated: 1/22/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	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	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/22/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	56.0%	61.0%	63.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	49.0%	51.0%	50.0%	53.0%	37.0%	38.0%

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

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

Last updated: 1/25/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1248	1215	97.36%	55.64%
Male	628	603	96.02%	45.27%
Female	620	612	98.71%	65.85%
Black or African American	16	16	100.00%	43.75%
American Indian or Alaska Native	--	--	--	
Asian	86	86	100.00%	72.09%
Filipino	79	79	100.00%	72.15%
Hispanic or Latino	223	220	98.65%	47.27%
Native Hawaiian or Pacific Islander	--	--	--	
White	818	788	96.33%	54.44%
Two or More Races	24	24	100.00%	66.67%
Socioeconomically Disadvantaged	790	762	96.46%	47.77%
English Learners	527	496	94.12%	36.69%
Students with Disabilities	94	93	98.94%	13.98%
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.

Last updated: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1246	1239	99.44%	50.69%
Male	626	620	99.04%	48.23%
Female	620	619	99.84%	53.15%
Black or African American	16	16	100.00%	37.50%
American Indian or Alaska Native	--	--	--	
Asian	86	86	100.00%	79.07%
Filipino	79	79	100.00%	69.62%
Hispanic or Latino	223	222	99.55%	35.14%
Native Hawaiian or Pacific Islander	--	--	--	
White	817	811	99.27%	50.06%
Two or More Races	23	23	100.00%	60.87%
Socioeconomically Disadvantaged	788	783	99.37%	44.06%
English Learners	525	520	99.05%	36.73%
Students with Disabilities	94	93	98.94%	--
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.

Last updated: 1/25/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: 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 new California Science Test (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.

Last updated: 1/25/2019

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

California Physical Fitness Test Results (School Year 2017—18)

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	19.2%	22.2%	35.3%

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.

Last updated: 1/22/2019

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)

Exceptional community involvement is an integral part of Toll Middle School. Parents have a variety of opportunities to volunteer and participate in the academic and social lives of their children at school. The Foundation and the PTA foster our parent involvement. These groups raise funds and contribute to extracurricular opportunities for all students. Parents serve on our School Site Council (SSC) and the English Language Acquisition Committee (ELAC), the decision-making bodies that oversee state and federal funds. Each interdisciplinary team or core, consisting of an English, science, social studies, and math teacher (6th grade only), has a group of dedicated parent volunteers who help students in the classroom, during field trips, and with extracurricular activities.

The school's master calendar is posted on our website (www.gusd.net/toll) and parents can watch the morning bulletin either live, or, through an archive library so that they are always current on events at the school. Additionally, the principal has call go home, and an email blast, go our every Sunday at 5:30 p.m.

State Priority: Pupil Engagement

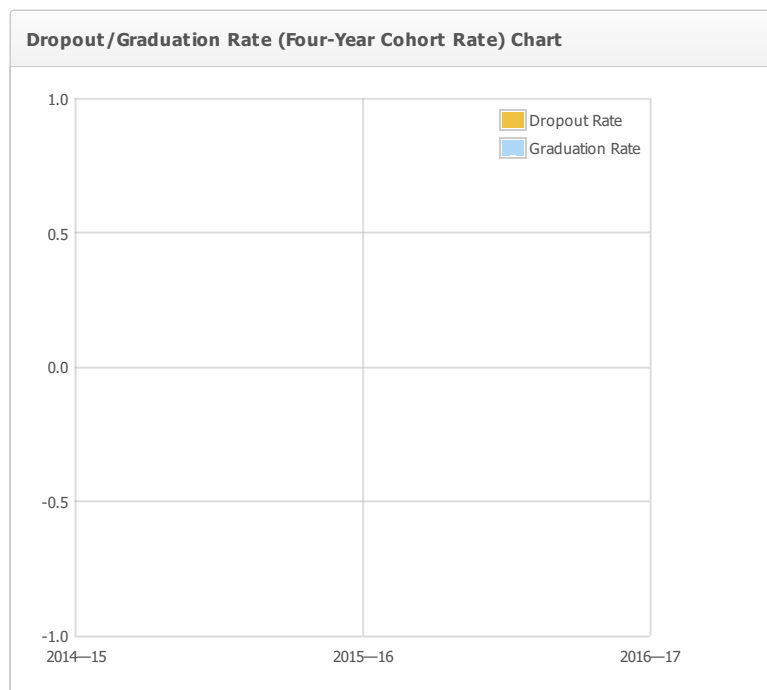
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.6%	3.2%	10.7%	9.7%
Graduation Rate	--	--	91.5%	92.9%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	3.5%	9.1%
Graduation Rate	--	89.2%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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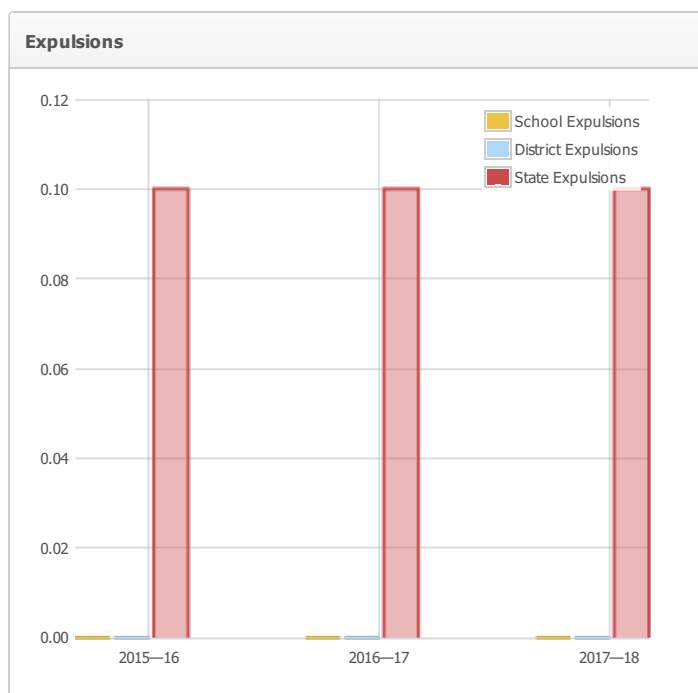
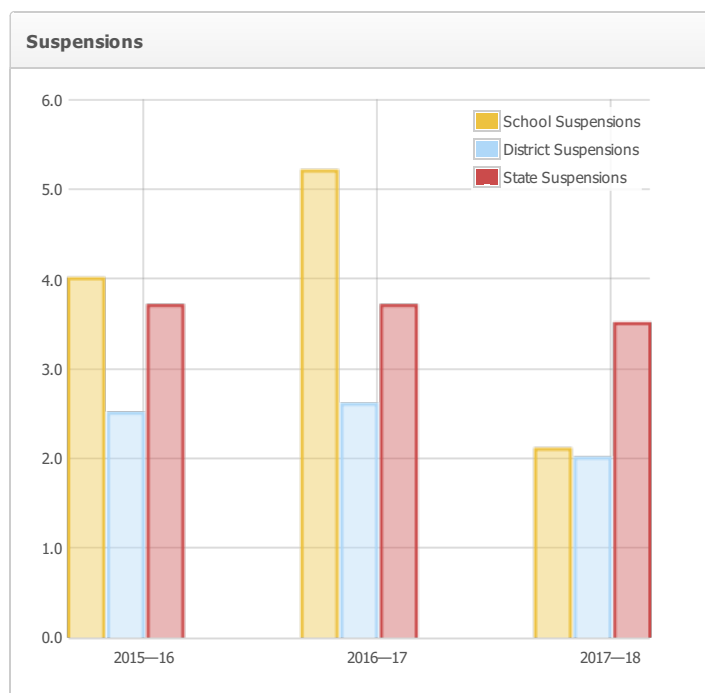
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	4.0%	5.2%	2.1%	2.5%	2.6%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Safety of students and staff is a primary concern of Toll Middle School. Administrators, teachers, and security personnel monitor students before school, after school, and during passing periods, breaks, and lunch. All visitors to the campus must report to the front office, sign in, and obtain a visitor's pass that must be displayed at all times. If there is a question about the purpose of the visit, the attendance office contacts the administration. All areas of the school are equipped with an Internet-based video surveillance system consisting of 70 strategically placed cameras. The administration uses this system to monitor the campus at all times and to investigate incidents that occur on the school site.

The School Site Safety Plan is evaluated and revised each spring by members of the School Safety Committee and the School Site Council. Key elements of the plan include procedures and policies for: child abuse reporting; notification to teachers of dangerous pupils; disaster response; safe ingress and egress from school; sexual harassment; and dress code. This plan includes communication with online community partners (fire, police, and district), which provides web accessible school data in case of a disaster/emergency. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, lockdown, and earthquake drills are conducted on a regular basis throughout the school year.

Toll also recognizes and celebrates the diversities of its students. All faculty are equal opportunity educators dedicated to meeting students where they are and moving them forward.

Last updated: 1/23/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.0	2	13	31
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 (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	31.0	5	25	12
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 (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	33.0	6	5	32
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.

Last updated: 1/23/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	5	11	20
Mathematics	29.0	4	19	10
Science	32.0	2	9	19
Social Science	29.0	5	16	11

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	27.0	10	18	12
Mathematics	31.0	3	13	16
Science	33.0	1	8	21
Social Science	31.0	1	15	14

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	9	12	16
Mathematics	30.0	3	18	12
Science	33.0		12	18
Social Science	32.0	1	15	13

* 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.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	500.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6865.0	\$910.0	\$5955.0	\$84958.0
District	N/A	N/A	\$5500.0	\$81909.0
Percent Difference – School Site and District	N/A	N/A	7.9%	3.7%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-17.9%	5.1%

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017–18)

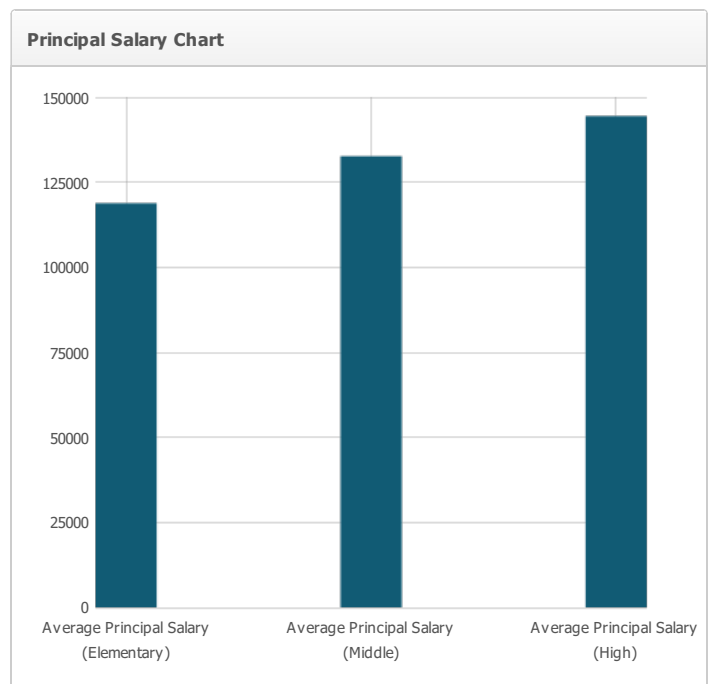
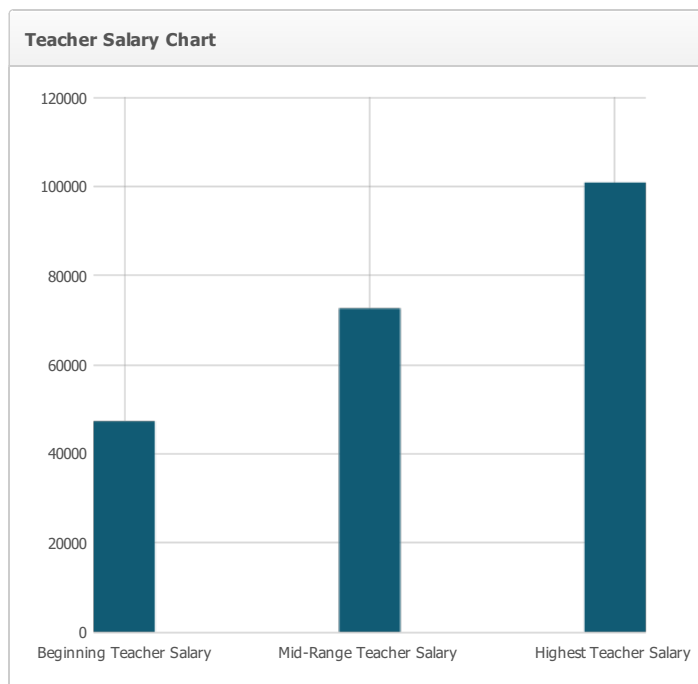
A combination of state and federal funding is used to cover all aspects of our instructional programs including but not limited to specialized services for students qualifyin for our Gifted and Talented Education (GATE) program, English Language Learners (ELL) and students from socio-economically disadvantaged homes. Strong PTA and Toll School Foundation support is evident in many of our supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Education Foundation, which offers enhances programs in visual and performing arts, science and technology, health and fitness.

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,289	\$47,903
Mid-Range Teacher Salary	\$72,596	\$74,481
Highest Teacher Salary	\$100,827	\$98,269
Average Principal Salary (Elementary)	\$118,817	\$123,495
Average Principal Salary (Middle)	\$132,637	\$129,482
Average Principal Salary (High)	\$144,445	\$142,414
Superintendent Salary	\$255,000	\$271,429
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/23/2019

Professional Development

The District-wide staff development has been focused on the implementation of the California State Standards, adopted by the California Department of Education in 2010. Nearly all sites are participating in Positive Behavior and Intervention Supports (PBIS) training through LACOE. The last cohort of schools begins the five year training progression in 2018-19. Many sites are training teacher leaders to implement Professional Learning Communities (PLC) in their grade levels and departments by bringing teachers to PLC conferences form Solution Tree. In each of the past three years, over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standards implementation. In 2015-2016 and 2016-2017, the TK - Grade 6 Elementary trainings focused on the implementation of the California State Standards in Mathematics with a focus on the Standards for Mathematical Practice.

In 2017-2018, the TK - Grade 6 Elementary teacher trainings have focused on building awareness of the Next Generation Science Standards (NGSS), deepening understanding of Standards of Mathematical Practices, and Integrated and Designated English Language Development (ELD) instruction. In 2015-2016, 2016-2017, and 2017-2018, the Grade 6 - Grade 12 Secondary teachers trainings focused on the implementation of the California State Standards with an emphasis in literacy across all content areas, content area standards and the content specific practices (i.e. Standards of Mathematical Practice, Habits of Mind in English Language Arts, and the Science and Engineering Practices). In 2017-2018, Grade 6 - Grade 12 History and Social Science teacher trainings focused on the Armenian Genocide and the rollout of the new California History/Social Science Framework. The emphasis on ELD and literacy and practices across the curriculum focused on areas selected based on district-wide CAASPP data.

Professional development has been delivered in various formats that include elementary grade-level cohort trainings and release days, secondary content specific trainings, secondary department release days, staff and/or faculty meetings, community/parent information meetings, conference attendance, new teacher trainings, curriculum trainings, teachers' summer academy workshops, coaching for individual teachers, coaching to grade level or department teams working in PLCs, and Principal Summer Institutes.

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