

Ascencion Solorsano Middle 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)

Entity	Contact Information
School Name	Ascencion Solorsano Middle School
Street	7121 Grenache Way
City, State, Zip	Gilroy, CA 95020
Phone Number	(669) 205-5000
Principal	Hilda Keller
Email Address	hilda.keller@gilroyunified.org
Website	https://asms.gilroyunified.org/
County-District-School (CDS) Code	43-69484-0100990

Entity	Contact Information
District Name	Gilroy Unified School District
Phone Number	(408) 847-2700
Superintendent	Deborah Flores
Email Address	debbie.flores@gilroyunified.org
Website	www.gusd.k12.ca.us

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

Ascencion Solorsano Middle School's learning community envisions every student as a productive, responsible citizen who is a lifelong learner. Solorsano's mission is to set high academic and behavioral expectations that will lead all students to successful educational, social, emotional and character development. Solorsano fosters a climate of mutual respect honoring the uniqueness of each student and the diversity of cultures.

Solorsano's strength comes from a continuous and consistent collaboration between staff. Through this collaboration, teachers plan, share, observe, analyze, reflect and use common resources. We have developed a community culture where self-reflection and feedback is the norm. Teachers are always checking for understanding to adjust, reteach and modify instruction if necessary. They consistently analyze student work to see movement and growth. Many teachers volunteer their time before and after school tutoring to help students enhance learning and understand lesson concepts.

The 2017-18 school year was the second year of CPM, our adopted math text, for middle school. Our English Language Arts (ELA) team adopted a new ELA textbook, StudySync. The 2017-2018 school year was our first year using the new curriculum adoption. The math and ELA adoptions provide a rigorous curriculum with a strong emphasis on technology. We continue to give benchmark assessments in Math and English Language Arts with a continued focus of alignment with the Common Core State Standards. We have flexibility with student placement allowing students the opportunity to move to a more appropriate class if necessary, always keeping in mind the academic needs of students. Solorsano has become a true Professional Learning Community. Grade levels meet weekly to lesson plan, share strategies and look at assessment data (common assessments both formative and summative and benchmark data).

It's the people that make Ascencion Solorsano Middle School special. Relationships are valued and respected student-to-student, student-to-adult and adult-to-adult. Our strong sense of teamwork helped move the school to what it is today—a shining example of excellence. We continue to build and strengthen our school climate as we truly believe in building relationships with students. Solorsano became a California Gold Ribbon School in 2017 for our Restorative Justice practices where we held close to 50 classroom community-building circles throughout the year. We also became a Federal Title I Achieving School for 2017 for our state testing results from 2015-16. Solorsano exemplifies the notion that it takes a whole community to educate a student. All teachers are willing to do what is best for our students' educational success. The school's namesake, local historic healer and tribal historian, Ascencion Solorsano, would surely feel at home and treasured among the Golden Eagles on campus, where all the students receive the necessary educational tools to achieve academic success.

Mission:

Ascencion Solorsano Middle School is committed to providing a challenging and relevant curriculum, cultivating individual character and responsibility, and providing a safe and caring environment enabling all students to receive a well-rounded educational experience.

Vision:

Solorsano Middle School will be a safe and positive place where students feel accepted and have a sense of belonging.

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

Grade Level	Number of Students
Grade 6	269
Grade 7	313
Grade 8	293
Total Enrollment	875

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	5.5
Filipino	2.3
Hispanic or Latino	71.5
Native Hawaiian or Pacific Islander	0.2
White	14.4
Two or More Races	2.6
Socioeconomically Disadvantaged	59.8
English Learners	23.5
Students with Disabilities	15
Foster Youth	0.8
Homeless	0.6

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	38	40	42	467
Without Full Credential	0	2	0	36
Teaching Outside Subject Area of Competence (with full credential)	0	0	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: 10/4/2019

We choose our textbooks from lists that state education officials have already approved. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website. Textbooks for kindergarten through eighth grade are selected from the California State Board of Education's list of approved adopted instructional materials. Instructional materials for students in grades 9-12 are locally approved. Teachers use additional instructional resources aligned with the Common Core State Standards and the state curriculum frameworks. Textbook selection involves a committee of teachers who engage in reviewing potential resources to determine alignment with the state-approved instructional framework for each content area. Resources that best meet alignment criteria are selected to be piloted in classrooms. Data is collected and evaluated, and the committee makes recommendations to the Board of Education for approval. The most recent public hearing to adopt a resolution on sufficiency of instructional materials was held on October 4, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, McGraw Hill 2018	Yes	0%
Mathematics	Core Connections, CPM 2016	Yes	0%
Science	California Science Series, McDougal Littell 2007	Yes	0%
History-Social Science	Discovering Our Past, Glencoe (BMS/SVMS) 2006 History Alive!, TCI Glencoe (ASMS) 2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Ascencion Solorsano Middle School opened in the 2003-04 school year and our facilities are still in pretty good shape. Our Parent Club added 25 benches to our campus in 2006-07. We have also added 10 portable classrooms, two portable locker rooms and a portable bathroom complex to our campus. Our school features 38 classrooms, and we have a gym, multipurpose room, athletic field, library and three computer labs. All classrooms have student computers for academic use. Our terminal server was eliminated, and now our campus has independent PCs. During the summer of 2015, our IT department installed Wi-Fi services to our campus. During the 2015-16 school year, the school replaced the outdated desktop computers for all teachers and ordered Chromebooks for teacher use in the classroom. There are 38 classrooms connected to the internet. We currently have 21 Chromebook carts at Solorsano, with a Chromebook cart for every two classrooms. Our custodial staff cleans our school on a regular basis. Our school employs one daytime custodian, from 6 a.m. to 2:30 p.m., with two full-time (eight hours) custodians for the night shift, from 2:30 p.m. to 11 p.m. Ten portable classrooms, two portable locker rooms and a portable bathroom complex were added to accommodate enrollment increases that occurred during the 2009 and 2010 school year. Solorsano employs five campus supervisors to help with school and student safety. They work before school, during the school day and after school. With our perimeter fence and a new camera surveillance system, we have added an additional layer to our campus security.

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: 11/25/2019

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	roof gutters seams leak/ repair work being done in 3 phases phase 1 complete/ 8/2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	parking lot asphalt/scope of work developed for approval/ 8/2020
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	46	49	50	50	50
Mathematics (grades 3-8 and 11)	45	43	42	43	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
All Students	886	867	97.86	2.14	45.79
Male	497	488	98.19	1.81	40.16
Female	389	379	97.43	2.57	53.03
Black or African American	17	17	100.00	0.00	52.94
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	82.22
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	632	621	98.26	1.74	37.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	128	96.24	3.76	67.97

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	22	100.00	0.00	68.18
Socioeconomically Disadvantaged	543	528	97.24	2.76	33.71
English Learners	312	304	97.44	2.56	22.04
Students with Disabilities	139	131	94.24	5.76	13.74
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	9	75.00	25.00	11.11

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	886	876	98.87	1.13	42.81
Male	497	490	98.59	1.41	42.86
Female	389	386	99.23	0.77	42.75
Black or African American	17	17	100.00	0.00	58.82
American Indian or Alaska Native	--	--	--	--	--
Asian	45	45	100.00	0.00	84.44
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	632	628	99.37	0.63	34.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	133	128	96.24	3.76	60.16
Two or More Races	22	22	100.00	0.00	68.18
Socioeconomically Disadvantaged	543	538	99.08	0.92	29.74
English Learners	312	309	99.04	0.96	21.68
Students with Disabilities	139	132	94.96	5.04	7.58
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33

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	19.7	16.0	2.8

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)

Our site governance team, the School Site Council—which includes parents, staff members and students— helps create our school’s Single Plan for Student Achievement (SPSA) and approves all spending of categorical funds for the current fiscal year. School Site Council also reviews and approves our school’s annual site plan and site budget. In addition, we have an English Learner Advisory Committee (ELAC) to help parents of students learning English feel welcome at our school. ELAC parents also are involved in approving our school’s annual SPSA. We have a very active ASMS Parent Club that has helped us raise funds for athletic uniforms, student academic awards and classroom supplies. We always encourage parents to volunteer. For more information on how to become involved at the school, please contact Dawn Johnson, Parent Club president, at (669) 205-5000 or asmspresident@gmail.com.

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
Suspensions	6.4	7.2	7.9	3.9	5.4	5.1	3.6	3.5	3.5
Expulsions	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Ascencion Solorsano Middle School has a Comprehensive Safety Plan that all staff members review at the beginning of each school year. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019. The plan includes emergency procedures, drills and contingency plans in case of fire, earthquake or intruders on campus that we practice during the school year. We have an evacuation plan complete with routes to evacuation areas for staff and students. We also have a search-and-rescue team identified. Each classroom has a quick-reference folder with a copy of the school emergency plan. This quick-reference folder includes class rosters and evacuation routes for every area of the campus, as well as procedures in the event of an emergency situation. Classrooms are equipped with emergency supplies that are utilized during emergencies as well as used during practice drills. All staff has been trained in the Run, Hide, Defend emergency protocols. The school practices code-red, code-blue, and fire and earthquake drills throughout the year. Campus supervisors monitor our campus before, during and after school hours. All campus supervisors, administrators, counselors and office staff have radios that enable them to maintain contact with each other and the school office. We have a district-issued radio for districtwide communication in the event of an emergency. Solorsano is a closed campus that requires visitors to register in our main office and show identification when asking to remove a student from school or to be on campus during the school day. All visitors wear an identifiable sticker. The Gilroy Unified School District has partnered with the Gilroy Police Department to provide two safety resource officers (SROs) for district schools. Ascencion Solorsano Middle School shares an SRO with one of our comprehensive high schools, providing support to students and staff and adding another component to campus safety. Ascencion Solorsano administration meets with police and all Gilroy Unified secondary administrators on a monthly basis to discuss trends and patterns of student behavior that could have an adverse effect on school safety. During these meetings, the SRO provided informative presentations regarding current trends, such as gangs, drugs, graffiti, etc. Our school site is equipped with an external camera surveillance system, and the district installed new perimeter fencing providing another layer of safety for students and staff.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	11	20	14	24	11	20	14	22	11	11	8
Mathematics	8	6			24	6	13	4	22	11	11	6
Science	27	5	7	9	25	7	11	4	26	4	15	4
Social Science	26	4	10	7	25	4	10	7	26	4	11	8

*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*	437.5

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*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	\$7,673	\$1,694	\$5,978	\$99,098
District	N/A	N/A	\$7,833	\$86,053
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$79,665
Percent Difference - School Site and State	N/A	N/A		

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)

We used site funds for a library clerk (0.5 full-time equivalent) and an assessment paraprofessional (1.0 full-time equivalent). We purchased instructional materials for all our students, including English learners and accelerated students (Gifted and Talented Education funding). Our Parent Club generated additional funds for athletic uniforms, academic awards, and additional classroom and teacher supplies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,743	\$51,374
Mid-Range Teacher Salary	\$74,751	\$80,151
Highest Teacher Salary	\$94,963	\$100,143
Average Principal Salary (Elementary)	\$132,658	\$126,896
Average Principal Salary (Middle)	\$142,317	\$133,668
Average Principal Salary (High)	\$150,900	\$143,746
Superintendent Salary	\$221,519	\$245,810
Percent of Budget for Teacher Salaries	33%	35%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5%	5%

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	3	3	3

Staff development activities occur at a GUSD school site with teachers able to choose from a variety of sessions to meet their curricular needs. Teachers also attend classes or conferences to meet their individual needs with a district focus on English language learners. In addition, we provide four early release days for middle school. This year our emphasis is on Diversity Training and ELD strategies. Teachers also have the opportunity to seek support and advice from experienced teachers in the district’s Peer Assistance and Review program with new teachers participating in the district’s Mentor Program. Most staff meeting time on Mondays is devoted to staff development activities, department meetings, Professional Learning Communities and teacher collaboration. Some staff members have even attended and presented at the California League of Middle Schools annual conference. We continue to have professional development during staff meetings and middle school minimum days. All site teachers are involved in professional development tailored to their particular curricular area with a focus on providing support for our English language learners.