

Georgina P. Blach Junior High

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.



Bhavna Narula, Principal

Principal, Georgina P. Blach Junior High

About Our School

Middle school years are critical in a child's growth and development. This is a time when who they are becoming becomes as important as what they are learning. I love being a part of this journey with them together with our parent community! As an educator, I am passionate about working with middle school students (and their unique sense of humor brings the added joy to my work!). Central to my work as a middle school leader is also my empathetic perspective as a parent myself. I also walk the fine line between watching my children fall and rise on their own with mine and my husband's support to struggling with my maternal instinct to not let them fall at all!

This growth mindset based approach to parenting also forms the core of my educational philosophy. It is my mission to inspire, support and propel our students to achieve their potential and believe in their ability to deal with the stumbling blocks with confidence! This can only happen in an environment, which is safe and supportive.

We, at Blach, are committed to providing an environment where our students deeply engage in meaningful learning in a school climate that is accepting, caring and safe. We, at Blach, are committed to creating and sustaining an innovative learning environment where both students and adults model challenging themselves to seek new and unique learning experiences. We, at Blach, are committed to empowering and amplifying student voice. We, at Blach, are committed to building a culture of trust where every community member feels welcome and valued.

As your Principal, my door is always open for my students, staff and parents. We are all partners in our students' education! Please do not hesitate to contact me with all your questions, concerns and ideas. We are here to support our students!

In partnership,

Bhavna

Bhavna Narula

Principal and a Proud Blach Falcon!

Contact

*Georgina P. Blach Junior High
1120 Covington Rd.*

Los Altos, CA 94024-5005

Phone: 650-934-3800

E-mail: bnarula@lasdschools.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Altos Elementary
Phone Number	(650) 947-1150
Superintendent	Jeffrey Baier
E-mail Address	jbaier@lasdschools.org
Web Site	www.lasdschools.org

School Contact Information (School Year 2018—19)	
School Name	Georgina P. Blach Junior High
Street	1120 Covington Rd.
City, State, Zip	Los Altos, Ca, 94024-5005
Phone Number	650-934-3800
Principal	Bhavna Narula, Principal
E-mail Address	bnarula@lasdschools.org
Web Site	www.blachschool.org
County-District-School (CDS) Code	43695186047435

Last updated: 1/31/2019

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

Georgina P. Blach Intermediate School is an amazing place to learn. **It is the mission of Georgina P. Blach Intermediate School to foster a positive, compassionate and inclusive community to facilitate high levels of learning and the development of fundamental skills that prepare each student for high school and beyond.**

We believe strongly that our great success is a community effort: students who are eager to learn, a passionate and talented staff who has high expectations for all, parents who care deeply about their child's education, and a district that supports innovative learning. While our test scores, as measured by the CAASP test, are consistently high, it is our daily work with students that drives what we do. Our school mission is shared with our district. Blach inspires a passion for learning and prepares all students to thrive in our rapidly changing global community. It would be easy to continue doing what we've always done as educators, but we are aware that our learners are changing, as is the world; therefore, we are constantly striving for continuous growth as educators.

We have a very **strong core academic program, yet also have elective strength** with music, art, languages and a wide variety of classes (eg. Robotics, Journalism, Public Speaking, Architecture and Interior Design, Computer Science and many more) to meet all student needs and interests. In these electives, students are encouraged to explore their independent ideas and innovate. We are a small school, which enables teachers and staff to know the students and parents well, promoting a strong sense of school community. As one parent put it, "Blach stands out as a magical place for students to learn and grow. It is a nurturing environment where they can grow into teenagers after elementary school and a safe refuge before the high school years." Teachers willingly provide many hours of extra time to help tutor students who have either been absent or who need further instructional support to grasp concepts. We also have a thriving Special Education department with a variety of specialized classes serving a wide set of students with varying needs. One parent summed up her version of our strengths and accomplishments: "One of the greatest strengths of Blach is the leadership by our principal who is truly an educator with broad vision and the ability to inspire students, staff, parents and the community alike. Another strength of Blach is the fabulous staff who choose to teach this particular age group of students because they love, understand and believe in them. In general, Blach teachers are passionate about their subjects, supportive of students, excel at communicating with parents, and strive to always improve their classes and grow in their capacity as teachers. **Stakeholder input is deeply valued and decision making is transparent.**"

The principles of **Universal Design for Learning** are the foundation for curriculum and instructional design at Blach. Providing multiple means of representation, action and expression as well as engagement results in classes that are engaging and push the personalized learning horizons for our students while creating student agency in the learning process. Improving access and learning outcomes for our students is an area of consistent growth for us. **Co-teaching (core classes taught by content area expert-the general education teacher and the access expert-the special education teacher together) is another structure that facilitates improved access to academic content for all our students. Blach has co-taught classes in English, Math, History and Science.**

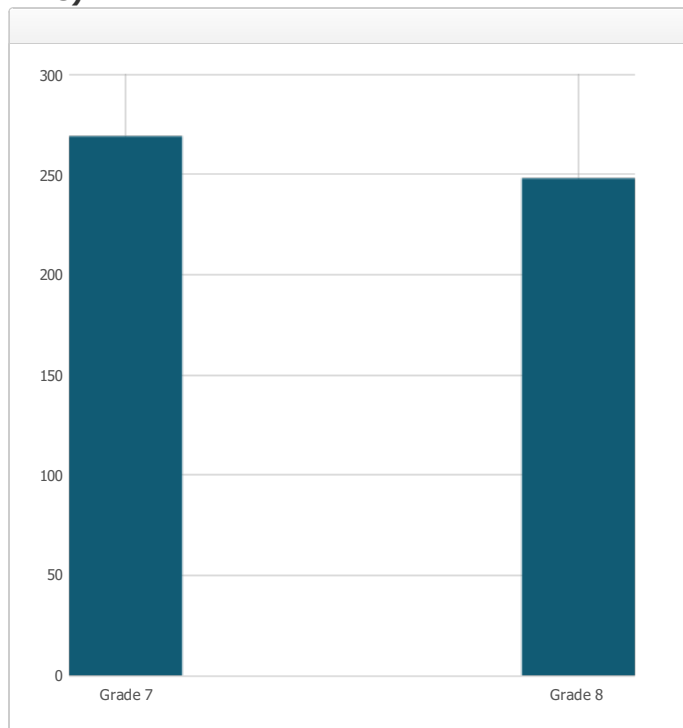
Data informed instructional decision making includes using standardized and classroom based formative and summative assessment data to inform instruction and identify student support strategies and structures. Blach teachers engage as a **Professional Learning Community** to identify common assessments, refine instructional practices and design enrichment and support for students. Progress monitoring includes using data analysis protocols to identify and design for student strengths and areas of growth on an ongoing basis. Blach teachers continue to engage in high quality professional learning and collaboration in the areas of universal design for learning, literacy development across content areas, essential standards, student friendly learning targets, common assessments and defining mastery.

Project Cornerstone's Developmental Assets based approach (41 school and community based assets that youth need to thrive) defines our schoolwide approach to creating a safe and inclusive climate. Our focus on wellness has included opening lunchtime 'zen' lounge for students to enjoy calm mindfulness based activities, lunchtime yoga, zumba and therapy animals. Our Leadership class organizes inclusive lunchtime activities, noon athletic league, dances, homeroom competitions to build school spirit and create a sense of belongingness to school. Our **democratically elected student council** and commissioners lead our school wide effort to include student voice in decision making, coordinate the over 20 lunchtime clubs and prudently manage ASB funds. **Blach Buddies**, a thriving club on campus actively promotes inclusive interactions for our students in our Futures program. **Falcon Cafe, a student-run coffee business led by our Futures program students** is another example of fostering student entrepreneurship, vocational skills and inclusion at Blach. There are many beloved traditions at Blach School. **Both the Community Welcome Back to School Day** in August and the **Pancake Breakfast** welcome our new and returning families and encourage parents to be an active presence in their child's education and school. One of the big traditions is the **Holiday Faire**, coordinated and run through parent volunteers and the PTA, where budding student entrepreneurs make or bake all manner of items, from ornaments, jewelry, and candy to 3D printed items and on the spot personalized calligraphy items. Students need to figure out the best way to price and market their wares. A culminating tradition is **the 8th grade time capsule** - full of treasures, inspiration, hopes, and dreams - to be opened right before high school graduation four years after they leave Blach School. Our rigorous academic program, care of student needs, active and supportive community, and growth mindset are what makes Blach School noteworthy.

Last updated: 2/1/2019

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

Grade Level	Number of Students
Grade 7	269
Grade 8	248
Total Enrollment	517

*Last updated: 1/31/2019***Student Enrollment by Student Group (School Year 2017—18)**

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	%
Asian	30.8 %
Filipino	0.8 %
Hispanic or Latino	5.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	50.7 %
Two or More Races	11.6 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	2.3 %
English Learners	0.8 %
Students with Disabilities	9.5 %
Foster Youth	%

A. Conditions of Learning

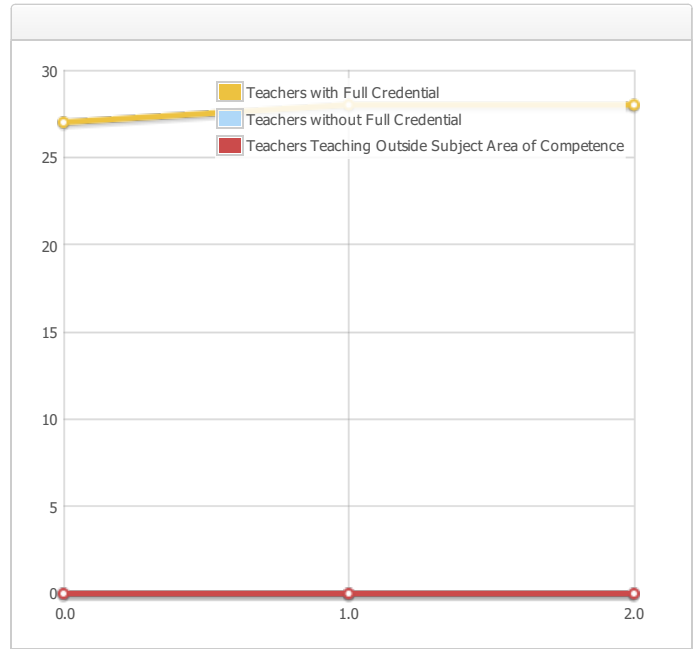
State Priority: Basic

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

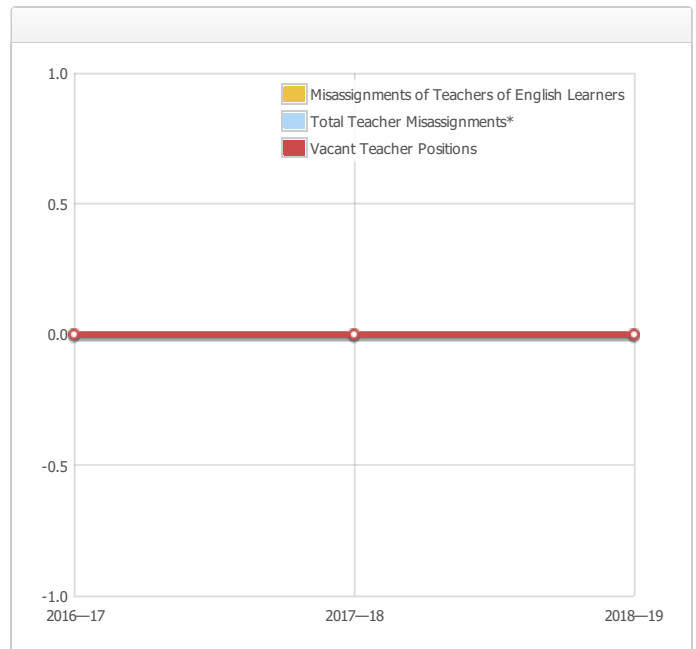
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	27	28	28	231
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3



Last updated: 2/1/2019

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: 2/1/2019

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	LASD has adopted The Units of Study in Reading and Writing for K-8. These materials are not from the state-approved list, but went through an extensive vetting process in LASD by a selection committee composed of teachers and administrators. All recommended materials were available for parent examination at the district office prior to adoption. The vetting process included common core standards-alignment and ELA/ELD framework alignment. We believe that these instructional materials can best meet the needs of students in LASD.	Yes	0.0 %
Mathematics	6th - 8th grade students use Math in Focus/Singapore Math curriculum. These textbooks and instructional materials are from the state-approved list. Algebra classes use Springboard Algebra curriculum.	Yes	0.0 %
Science	We are in a year of transition, moving from state science standards to the next generation science standards (NGSS). State-approved materials are not yet available to school districts. 6th - 8th graders have access to state standard aligned textbooks, but are working in teacher-designed NGSS units of instruction.	Yes	0.0 %
History-Social Science	7th and 8th grade students use Holt, Rinehart and Winston, 2006. All textbooks are aligned to the state standards.	Yes	0.0 %
Foreign Language	Descubre for Spanish, Bien Dit for French. All textbooks are aligned to the state standards.	Yes	0.0 %
Health	Health class is taught through physical education classes and includes components of healthy living, first aid, nutrition, alcohol and drug education, mental, emotional, and social health, as well as sexual health and development. All instruction is state standards aligned with locally developed curriculum.	Yes	0.0 %
Visual and Performing Arts	Visual and performing arts electives, including drama, music, and the arts, are all taught in a hands-on manner with locally designed curriculum that is state standards aligned.	Yes	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: 1/31/2019

School Facility Conditions and Planned Improvements

A safe campus and learning environment are of paramount importance to the school staff and community. All of our school facilities are in good repair, including our classrooms, multi purpose building, library, specialty rooms, and office. Maintenance and Repair: LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Cleaning Process and Schedule: The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: September 2017

Overall Rating	Exemplary
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Last updated: 1/31/2019

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)	88.0%	91.0%	87.0%	87.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	87.0%	87.0%	85.0%	86.0%	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: 1/31/2019

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	513	511	99.61%	90.80%
Male	275	275	100.00%	90.91%
Female	238	236	99.16%	90.68%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	160	160	100.00%	96.25%
Filipino	--	--	--	
Hispanic or Latino	28	28	100.00%	78.57%
Native Hawaiian or Pacific Islander	--	--	--	
White	259	258	99.61%	88.37%
Two or More Races	60	59	98.33%	94.92%
Socioeconomically Disadvantaged	--	--	--	
English Learners	29	29	100.00%	75.86%
Students with Disabilities	46	46	100.00%	34.78%
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: 1/31/2019

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	513	510	99.42%	87.25%
Male	275	275	100.00%	91.64%
Female	238	235	98.74%	82.13%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	160	160	100.00%	95.00%
Filipino	--	--	--	
Hispanic or Latino	28	28	100.00%	71.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	259	257	99.23%	84.05%
Two or More Races	60	59	98.33%	89.83%
Socioeconomically Disadvantaged	--	--	--	
English Learners	29	29	100.00%	72.41%
Students with Disabilities	46	46	100.00%	36.96%
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: 1/31/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

The CTE programs offered at Blach include our elective offerings like Engineering, Robotics, Journalism, Art, Architecture and Interior Design, Computer Science and Coding, Games and Apps among many others. Students with special needs are fully included in all these programs. The courses align with locally developed standards and evaluations are based on standards based grading.

Last updated: 1/31/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	71.8%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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	16.5%	45.9%	27.8%

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: 2/1/2019

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)

Engaging our Blach families and local community is an important job that we take seriously. It does take a village to raise a child. Because student success and achievement is a collaborative effort, it is imperative that parents are in touch with what is happening at Blach School. Since we are working with growing adolescents, it is especially helpful to have clear home/school communication because it is not unusual for a tween or teen to start establishing some independence and stop sharing about school activities. According to one parent, "One of the best ways that families are engaged with at Blach is Principal Narula's inspiring, relevant, and educational weekly newsletters to parents. They are so helpful and insightful that we often read them out loud to our teenagers. Parents are also encouraged to be a presence on campus, to continue to engage with our children even by simply doing things like dropping off a pizza for our kids and their friends at lunch, volunteering for hot lunch, or supporting a particular student in their efforts on a school project. Blach also engages community by hosting orchestra and band concerts and encouraging volunteerism in the broader community."

We have a very active and supportive school community. Our PTA is a vital part of our school, providing needed financial assistance and amazing hours of volunteer support in a wide variety of areas, from running our hot lunch program to in-class support whenever requested by teachers.

In the larger local community, we have a wonderful partnership with many different groups. We have consistent senior tutors, through the organization Mentor-Tutor Connection who work with our struggling students before and after school. CHAC, Community Health Awareness Council, provides free counseling services to students during school hours. The Living Classroom provides docent led science lessons to our students, using our school native gardens.

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

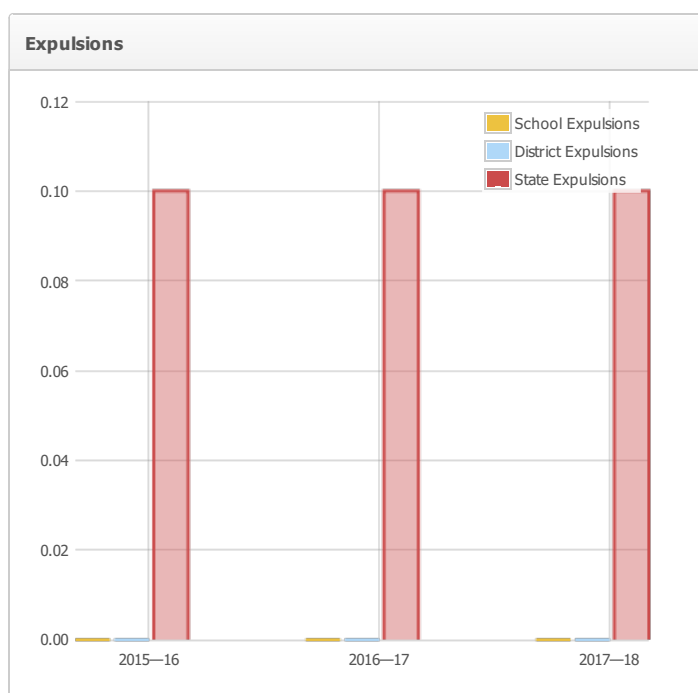
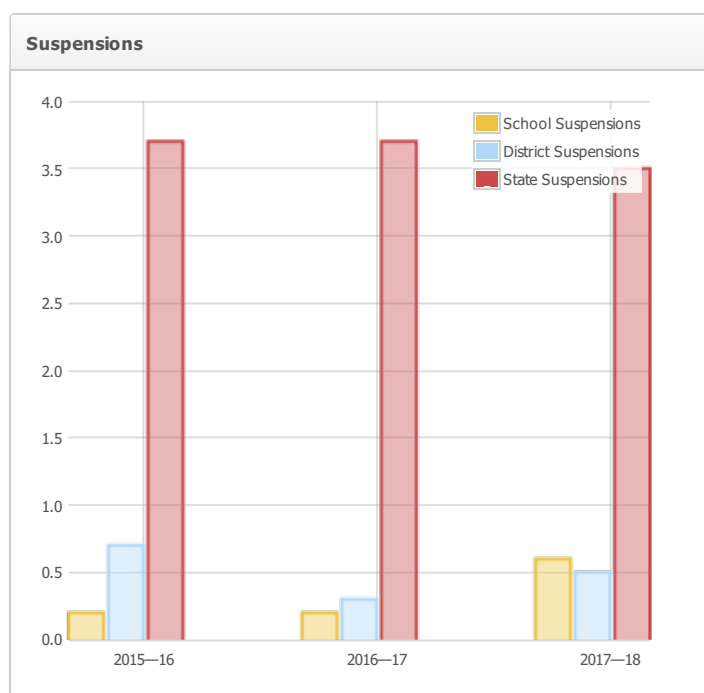
State Priority: School Climate

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	0.2%	0.2%	0.6%	0.7%	0.3%	0.5%	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: 1/31/2019

School Safety Plan (School Year 2018—19)

Our school is equipped with a comprehensive safety plan that includes procedures in case of fire, earthquake, or lockdown. The school safety plan is reviewed and updated each year by administration and parent representatives. Classrooms are equipped with backpacks that contain safety and first aid supplies. An Emergency Storage shed is on site and is equipped with first aid, food and water, and search and rescue supplies.

Fire drills are conducted frequently throughout the school year. The school, in coordination with the district and local agencies, participates in a comprehensive earthquake drill each year- usually in October.

Staff is annually trained on procedures for fire and earthquake emergencies. Staff is also given updated training on procedures to use in case of a lockdown situation where danger may be on or near campus.

The comprehensive safety plan includes procedures for student check-out in case of emergency.

The safety plan for our school is available in the office for public viewing.

Last updated: 1/31/2019

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				
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				
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				
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: 1/31/2019

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	22.0	8	17	0
Mathematics	19.0	9	6	0
Science	25.0	5	15	0
Social Science	26.0	5	14	0

* 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	23.0	6	19	0
Mathematics	19.0	3	3	0
Science	25.0	7	13	0
Social Science	24.0	8	13	0

* 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	18.0	12	21	0
Mathematics	20.0	18	8	0
Science	26.0	2	18	0
Social Science	24.0	5	16	0

* 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: 2/1/2019

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	0.5	
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	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: 2/1/2019

Types of Services Funded (Fiscal Year 2017—18)

Counselor/Psychologist- Guidance and support

Grant Funded Mental Health Therapist

Community Health Awareness Council (CHAC) provided on-site counseling services

Grade Level Professional Learning Community focused on solutions focused student specific issues and concerns. Co-teaching to improve access and learning outcomes

Jumpstart tutorial time once a week for ongoing academic support

Lunchtime clubs and Wellness lounge for student engagement and connectedness

Tier 2 intervention class for student needing additional executive functioning support Academic Communication class focused on social problem solving and critical thinking Learning Skills focused on executive functioning and meeting IEP goals

Think Tank, an after school homework center

Math Club and Girls Who Code Club- enrichment after school

Last updated: 2/1/2019

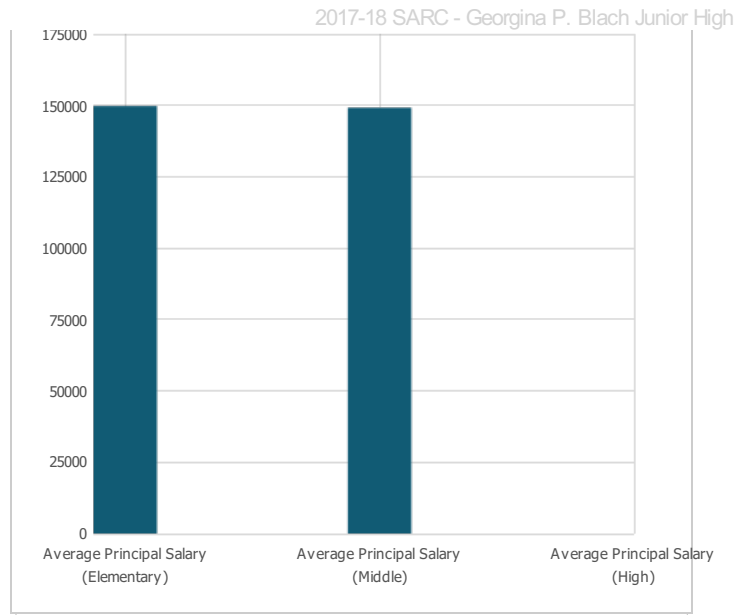
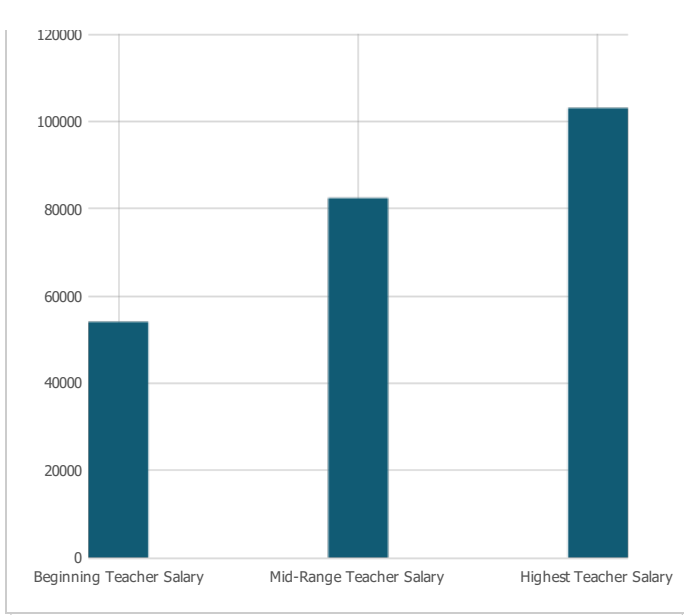
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,035	\$48,064
Mid-Range Teacher Salary	\$82,396	\$75,417
Highest Teacher Salary	\$103,044	\$94,006
Average Principal Salary (Elementary)	\$149,762	\$119,037
Average Principal Salary (Middle)	\$149,179	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$241,124	\$183,692
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2019

Professional Development

Staff development is offered through a variety of opportunities: during staff meetings, after-school classes, grade level release days, individual or school team release days, and in-service days. In addition, our elementary teachers utilize an early release Thursday afternoon for focused collaboration. Junior high schools have a late start Wednesday that is used for teacher collaboration. All of these opportunities are designed to meet district goals and teacher needs around improving student learning outcomes. Student achievement data is used to focus the work. Teachers have shared on-site literacy coaches and STEM teachers, as well as traveling new teacher induction mentors for support. Staff development this year has focused on literacy, math, PLCs and Next Generation Science Standards. In addition to early release/late start, teachers can take 3 personal learning days and participate in 2 full day in-service trainings, and two additional minimum days dedicated to grade level collaboration.

In the current year, in addition to leveraging district provided learning opportunities, teachers at Blach have engaged in professional learning using readings, conferences and workshops led by members of Blach's guiding coalition, a team of teacher leaders as well as with Inclusion Collaborative. Our areas of focus have also included Universal Design for Learning, Co-teaching, Literacy across content areas and standards based teaching and learning.

Last updated: 2/1/2019