

State Line Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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)

| School Contact Information | |
|-----------------------------------|--------------------------------|
| School Name | State Line Elementary |
| Street | 245 County Road 45 |
| City, State, Zip | New Pine Creek, Ca, 97635-0084 |
| Phone Number | 530-946-4127 |
| Principal | Kristin Budmark |
| E-mail Address | kbudmark@modoc.k12.ca.us |
| Web Site | |
| CDS Code | 25735856025886 |

| District Contact Information | |
|------------------------------|--------------------------|
| District Name | Modoc Joint Unified |
| Phone Number | 5302337201 |
| Superintendent | Tom O'Malley |
| E-mail Address | tomalley@modoc.k12.ca.us |
| Web Site | www.modoc.k12.ca.us |

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

MODOC JOINT UNIFIED SCHOOL DISTRICT MISSION STATEMENT

The mission of the Modoc Joint Unified School district is to provide a quality education by leading, assisting, and motivating all students to establish and achieve goals to become responsible and productive citizens.

STATE LINE ELEMENTARY SCHOOL MISSION STATEMENT

The mission of State Line Elementary School is to use shared decision-making by teachers, administrators, parents, and community members to provide a clean, caring, safe, and stimulating learning environment; and to develop the potential of every child so that each child can become a successful citizen with self-respect, critical thinking skills, and an understanding of democratic ideals.

State Line Elementary School is located in New Pine Creek, on the border of California and Oregon. New Pine Creek is a rural town of approximately 250 people, and the main industry is farming and ranching. State Line Elementary School provides education for grades kindergarten through 5th in the Modoc Joint Unified School District. It serves children from the community of New Pine Creek. An interstate agreement with Lake County, Oregon, also allows Oregon students who live within one mile of the border, to attend our school. Our low student-teacher ratio creates opportunities for giving students extra help or more academic challenges. We use peer tutors and have weekly Little Buddy/Big Buddy activities. Students participate in, and enjoy, annual outdoor education experiences through field trips to the coast, high desert, science museums, and more.

Buildings: We provide instruction for students in an exceptional environment. The classroom hosts our daily small group, whole group, and focused academic activities. The school has one large classroom, a multi-use room, and a library. The multi-use room is utilized as the cafe, V.A.P.A. (Visual and Performing Arts) program room, and technology lab. The library is housed in a modular building adjacent to the main building. There are also adequate restroom facilities and a playground with a grassy area and modern, safe play equipment.

Library: Our library facilities are housed in a detached modular building. The library holds approximately 1,500 volumes and is staffed to meet the weekly classroom schedule. Also available is a preschool and parent resource library.

Discipline: We implement positive and assertive discipline practices at our school. We inform parents of discipline policies at the beginning of the year. The Big Buddy/Little Buddy program trains students to be positive role models. We follow the district procedures established for suspension and/or expulsion of students. Expulsion is the most serious consequence we can impose. Expelled students can be removed from the school for the week, the semester, the year, or permanently.

Homework: Our teacher assigns homework four days a week. The primary teacher sends home a packet on Monday for students to complete during the week and return on Friday. The teacher also expects students to read, or be read to, for at least 30 minutes per night. **Schedule:** The school year includes 180 days of instruction. Classes begin at 7:54 a.m. and end at 2:00 p.m. On minimum days we excuse students at 1:00 p.m. Breakfast is offered before school from 7:40 a.m. to 7:54 a.m.

Technology: State Line Elementary School has computers available for student use. Seven desktop computers are used in the Technology Lab. Students learn keyboarding and word processing skills as well as support academic learning in the Technology Lab. Additionally, students have access to 9 classroom laptops and 12 Chromebooks on site for research and academic support purposes. Two desktop computers in the classroom are also available for support purposes as well as Accelerated Reading testing. The classroom teacher also utilizes an online ActivBoard for instructional purposes. State Line School has internet access and wireless connectivity. A district technology team has established technology standards for K-12th-grade students.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 2 |
| Grade 1 | 2 |
| Grade 2 | 1 |
| Grade 3 | 3 |
| Grade 4 | 3 |
| Grade 5 | 1 |
| Total Enrollment | 12 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 8.3 |
| American Indian or Alaska Native | 16.7 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 8.3 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 66.7 |
| Socioeconomically Disadvantaged | 100.0 |
| English Learners | 0.0 |
| Students with Disabilities | 16.7 |
| Foster Youth | 0.0 |

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 | | | District |
|--|---------|---------|---------|----------|
| | 2016-17 | 2017-18 | 2018-19 | 2018-19 |
| With Full Credential | 1 | 1 | 1 | 44 |
| Without Full Credential | 0 | 0 | 0 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

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.

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

Year and month in which data were collected: December 2016

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|---|
| Reading/Language Arts | K, 2-5: Houghton Mifflin, Legacy of Literacy, 20031: SRA McGraw Hill, Language, 2002 | Yes | 0 |
| Mathematics | Mathematics – K-5th – McGraw Hill, My Math | Yes | 0 |
| Science | Grades K - 3, Delta Science, Full Option Science Series Grades 4 - 5, McMillan McGraw Hill, California Science | Yes | 0 |
| History-Social Science | K-5: Houghton Mifflin, California Studies | Yes | 0 |
| Visual and Performing Arts | K-5: SRA , SRA Connections | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

State Line Elementary School has two classrooms, a large multipurpose room, two restrooms and a modern large and safe playground area. The multipurpose room houses the cafeteria area and the library. School functions are held here. The building and grounds are in good repair and are maintained by the MJUSD maintenance staff and the school's custodian. The facilities inspection occurred May 2017. Northern California Schools Insurance Group Risk Control Consultant conducted the inspection and rated the facilities. The next inspection and rating will occur early 2019. Monthly local inspection is conducted by staff and all safety features are addressed immediately.

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| 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 Rating (Most Recent Year)

| Year and month of the most recent FIT report: August 2018 | |
|---|-----------|
| Overall Rating | Exemplary |
| | |

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 35.0 | 31.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | -- | -- | 25.0 | 21.0 | 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.

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 2017-18)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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**

| Subject | Percentage of Students Meeting or Exceeding the State Standard | | | | | |
|--------------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| Science (grades 5, 8, and 10) | 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 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.

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| | | | |

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.

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)

State Line Elementary School’s annual plan and some budget approvals are made by our School Site Council, which includes parent members. We have an active PTO that helps raise funds for activities and field trips. We inform parents of upcoming school events and invite them to participate in school activities, chaperone field trips, and volunteer in classrooms. We hold an annual Grandparents’ Day to include grandparents in our school activities and honor them for the impact they have made in our lives. Please contact the school office at (530) 946-4127 to find out how you can volunteer.

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 | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 0.0 | 0.0 | 0.0 | 7.0 | 9.7 | 12.1 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 1.0 | 0.4 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

State Line Elementary School provides a safe, clean environment for students. The classrooms, playground, and facilities are inspected by the staff for safety once a month. We hold fire drills monthly and earthquake drills quarterly. We hold intruder drills twice per year, or more frequently if advised. There is a telephone in every room. Once a year, the school undergoes an annual safety status evaluation. All staff has received ALICE training.

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)

| Grade Level | 2015-16 | | | 2016-17 | | | 2017-18 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 13 | 1 | | | 14 | 1 | | | 12 | 1 | | |

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.

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 | |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist (non-teaching) | 0 | N/A |
| Other | 1.0 | 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$13629.0 | \$575.0 | \$13564.0 | \$47931.0 |
| District | N/A | N/A | \$8904.0 | \$56,070 |
| Percent Difference: School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$7,125 | \$63,590 |
| 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 2017-18)

Specialized Resource Staff: Modoc Joint Unified School District and Modoc County Office of Education and other Modoc County agencies to provide social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists work on an as-needed basis at our school and most work at more than one school in our district. We are concentrating on improving students' achievement through a variety of programs, including Accelerated Reader, ELA and Math Intervention. Staff members are currently trained on AVID (Advancement Via Individual Determination) methodologies to assist the transition from secondary to post-secondary institutions with the focus on quality study and instructional strategies. At this level, it is known as AVID Elementary and begins the forward thinking of our youth that they have those options and capabilities. Our staff welcomes parent input and communicates with parents regularly via the phone, email, student planners, and school newsletters.

Academic Guidance Counselors: A district counselor is available at the request of teachers or parents. In all schools, classroom teachers may counsel students. A school site, district, or county counselor is also available, and the school principal may serve as a counselor also.

Gifted and Talented Education: GATE programs are not funded currently. However, teachers often accommodate gifted and talented students in their classroom by increasing the pace of their learning. Sometimes students move up a grade or two in their area of strength but stay with their own grade for other subjects. In small schools, teachers may frequently work with the individual student.

Special Education Program: A Modoc County Office of Education resource specialist is available weekly for special needs students through the Modoc County Office of Education. The county provides special education resource aide hours as needed. Students with Individualized Education Programs (IEPs) receive accommodations in the classroom according to their needs. The Modoc County Office of Education provides psychological and speech services as needed.

English Learner Program: All teachers are certified to teach English learners. Staff members use appropriate strategies in all subjects to ensure all students have full access to the curriculum

Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,133 | \$42,990 |
| Mid-Range Teacher Salary | \$73,585 | \$61,614 |
| Highest Teacher Salary | \$79,934 | \$85,083 |
| Average Principal Salary (Elementary) | \$78,689 | \$100,802 |
| Average Principal Salary (Middle) | \$75,382 | \$105,404 |
| Average Principal Salary (High) | \$90,157 | \$106,243 |
| Superintendent Salary | \$120,000 | \$132,653 |
| Percent of Budget for Teacher Salaries | 33.0 | 30.0 |
| Percent of Budget for Administrative Salaries | 6.0 | 6.0 |

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

Professional Development (Most Recent Three Years)

Annually, MJUSD evaluates its annual Local Control Accountability Plan (LCAP) focus items. From our LCAP goals, MJUSD determines our professional development goals based on the needs of our students so that we may ensure that our students achieve the highest levels of success.

All schools in the district plan teacher workshops accordingly in order to develop and implement their own focus, based upon the district plan. A Professional Learning Committee (PLC) has been implemented district-wide, with each school working in tandem to articulate goals and practices. The focus is on student learning. Throughout the district, and at each site, teachers meet either with other grade level teachers or by department.

Site PLC meetings are held weekly and teachers analyze data from the past week, examine and assess student work, and plan learning goals and assessments for the following week.

Conference attendance is still a part of professional development, as evidenced by teachers' and administrators' attendance at AVID Summer Institute and other conferences geared toward advancing teacher knowledge of how to help students meet or exceed state standards. Conference attendance is not limited to academics, as MJUSD endeavors to reach and teach the whole child; socially, emotionally, and academically.

Several conferences that have been attended by faculty at MJUSD sites and include; Capturing Kids Hearts, ESTEEM (focused on integration of the Next Generation Science Standards), PBIS Conference, NGSS Phase 4 Roll-out, National Math Conference and trauma informed instruction. Our CTE programs continue to grow with the addition of a plasma cutter and router at the high school level. Our CTE instructors attend regular trainings and workshops in order to stay up to-date on equipment and teaching methodologies and strategies.