Juniper Elementary 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	Juniper Elementary School
Street	9400 I Avenue
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 244-6161
Principal	Theresa Kallenberger
Email Address	theresa.kallenberger@hesperiausd.org
Website	http://www.juniperelementary.org/
County-District-School (CDS) Code	36-75044-6035950

Entity	Contact Information
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David Olney
Email Address	david.olney@hesperiausd.org
Website	www.hesperiausd.org

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

JUNIPER ELEMENTARY SCHOOL'S MISSION:
Juniper staff, parents, and community have recently adopted the mission:

"Make a Positive Impact."

JUNIPER ELEMENTARY SCHOOL'S ViSION:
"At Juniper School of Literacy, Communication and Character, our focus on acquiring strong literacy skills, becoming effective communicators, and supporting the development of good character will empower students, as confident problem solvers, to face life's challenges and maximize every available opportunity."

HESPERIA UNIFIED SCHOOL DISTRICT'S MISSION:
Preparing Today's Students for Tomorrow's World

HESPERIA UNIFIED SCHOOL DISTRICT'S VISION:
Provide students with 21st Century Skills: Continue to develop, implement, and evaluate a quality educational program that supports academic excellence, closes student achievement gaps and advances college and career ready options.

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS' MISSION:

Teach them well, Keep Them Safe, Prepare them for the Future.
With the goal of State Standards to provide every opportunity for our students to be college and career ready, our district adopted a mission statement to address the need of preparing our students for what is yet to come. The San Bernardino County Superintendent of Schools also has a mission directed at focusing on preparing students for the future. Juniper's mission is an extension of those statements as we feel it is our duty to make every effort to make a positive and lasting impact on the lives of our students. We have already taken on some of the tasks of acting as judge, counselor, nurse, and advocate. Within these actions, we are implementing character education to our students to help create in them contributing, fair, and well-educated citizens in our society.

It is our goal to inspire Literacy through the 4 C's and Innovation as our superintendent has directed. In addition, our task is to incorporate the 4 C's (critical thinking, collaboration, communication, creativity) in our instruction to lead students to a higher level of rigor and more prepared for college and career; our ultimate objective being to bring forth students who are ready to succeed in the 21st Century.

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	88
Grade 2	101
Grade 3	107
Grade 4	84
Grade 5	110
Grade 6	105
Total Enrollment	710

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.3
Hispanic or Latino	73.2
Native Hawaiian or Pacific Islander	0.4
White	18.2
Two or More Races	2.3
Socioeconomically Disadvantaged	75.4
English Learners	27.6
Students with Disabilities	12.1
Foster Youth	1.7
Homeless	9.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	30	33	945
Without Full Credential	2	2	1	39
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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: October, 2019

*Materials not approved by the State Board of Education were determined to be standards-aligned and to best meet the needs of the students by the district's local adoption process
**HUSD is in the middle of a Science adoption but these textbooks are from former state adoption

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - Heinemann - Founta & Pinnell Classroom - *No 2017 - Cengage Learning - Reach for Reading National Geographic (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%
Mathematics	2016 - Pearson Education - Investigations 3 in Number, Data, and Space - *No 2016 - CollegeBoard - SpringBoard Math (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (yes)		0%
Science	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (yes)		0%
History-Social Science	2012 - Houghton Mifflin Harcourt: Splash into Pre-K - TK (Yes) 2019 - Teacher Created Materials - Exploring Social Studies California K-5 *No 2019 - McGraw Hill - Impact California World History & Geography: Ancient Civilizations - 6 (Yes)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES
Juniper Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1958; ongoing maintenance and modernization helps facilities remain up to date and provide adequate space for students. Portable classrooms have been added throughout the years to accommodate growth in enrollment.

CAMPUS DESCRIPTION
Year Built - 1958
Acreage - 10 ac
Square Footage - 46,596 sf
Number of Permanent Classrooms - 14
Number of Portable Classrooms - 22
Number of Restrooms (student use) - 5 sets
Multimedia Lab - 1
Library - 1
Cafeteria/Multipurpose Room - 1
Health Office - 1
Staff Work room/Lounge - 1

CAMPUS MAINTENENANCE
The custodial staff and district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained, safe, and functioning for students, staff, and visitors. The principal and custodians communicate daily or as needed and for special assignments; hand-held two-way radios enhance communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian, one full-time evening custodian and one 3 3/4 hour custodian are assigned to Juniper Elementary. Custodians follow a schedule and checklist system for completing daily, weekly, and monthly cleaning and maintenance projects. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The evening custodians clean classrooms, administrative offices, desks, restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Juniper Elementary works closely with the district's Maintenance & Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Juniper Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved within appropriate time limits.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Planned or recently completed facility improvements:
Replace skirting on portables

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: 7/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	RM 17 WORKROOM: 4. CARPET HAS WAVES/ TRIP HAZARD 7. 3 LIGHT DIFFUSERS ARE MISSING RM 19: 4. WATER STAIN CEILING TILES RM 23: 4. WATER STAIN CEILING TILES RM 24: 4. WATER STAIN CEILING TILES RM 25: 4. WATER STAIN CEILING TILES RM 26: 4. WATER STAIN CEILING TILES RM 27: 4. WATER STAIN CEILING TILES RM 28 LAB: 4. WATER STAIN CEILING TILES RM 35: 4. WATER STAIN CEILING TILES RM 4: 4. CEILING TILE IS LOOSE/ WATER STAIN CEILING TILES RM 8: 4. CEILING TILE IS LOOSE/ WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM 17 WORKROOM: 4. CARPET HAS WAVES/ TRIP HAZARD 7. 3 LIGHT DIFFUSERS ARE MISSING RM 5: 7. 3 LIGHT DIFFUSERS ARE CRACKED AND BROKEN
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	BOYS RR: 14. TRIP HAZARD AT DOOR ENTRY RM 15 COUN: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD RM 33: 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
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)	37	38	34	36	50	50
Mathematics (grades 3-8 and 11)	23	30	22	24	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	388	383	98.71	1.29	38.38
Male	193	189	97.93	2.07	35.45
Female	195	194	99.49	0.51	41.24
Black or African American	17	16	94.12	5.88	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	288	284	98.61	1.39	37.68
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	69	69	100.00	0.00	39.13
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	334	330	98.80	1.20	37.27
English Learners	133	131	98.50	1.50	29.01
Students with Disabilities	49	46	93.88	6.12	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	61	59	96.72	3.28	35.59

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	388	384	98.97	1.03	29.69
Male	193	190	98.45	1.55	30.53
Female	195	194	99.49	0.51	28.87
Black or African American	17	16	94.12	5.88	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	288	285	98.96	1.04	27.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	69	69	100.00	0.00	36.23
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	334	331	99.10	0.90	27.49
English Learners	133	132	99.25	0.75	21.97
Students with Disabilities	49	46	93.88	6.12	10.87

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	61	60	98.36	1.64	23.33

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.

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)

At Juniper Elementary, the school and family form an important partnership to assist students in achieving their fullest potential and maturation into responsible citizens. Teachers and administrators encourage parents to become active members of the Juniper Elementary learning community and help develop independent, self-reliant, and lifelong learners. Parents are invited to volunteer in the classroom, participate in school events, and join school committees. School Site Council, Parent Teacher Club, and English Language Advisory Council are a few of the many opportunities for parents to become involved in their child's educational experience. Parents who are interested in volunteering their talents may contact the school secretary at (760) 244-6161.

School-to-home communication is provided in both English and Spanish. Juniper Elementary has created a Facebook page, Twitter account, an Instagram Account, as well as a school website that keeps the community up-to-date on upcoming events, news, tips and ideas to support the students at home, links to academic websites or apps and messages from the principal. Class newsletters from teachers, flyers sent home with students, progress reports, phone calls home, the school website, and the school marquee are used to keep parents informed of school news. Bilingual school staff is available for parents who need translation at school meetings and parent conferences.

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	2.1	1.1	0.2	6.7	6.1	6.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.4	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Juniper Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school site council (SSC) took place on November 2019. A copy of the school site safety plan may be obtained at Juniper Elementary's main office or the Hesperia Unified School District office.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	2	4		18	2	4		24	1	4	
1	25		4		21	1	3		21	1	3	
2	23	1	2		21	1	3		22		4	
3	24		4		23		4		23		5	
4	30		3		33			3	22	1	3	
5	27		4		33			3	31		3	
6	30		3		22	1	4		25	1	4	
Other**	10	2			10	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.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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.

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	6802.47	1105.74	5696.73	72167.49
District	N/A	N/A	5953.45	$81,656.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-4.4	-7.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-22.3	-11.2

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)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

Home-to-School Transportation
Instructional Materials
Special Education
Title I (some schools)
Vocation Education, Handicapped
Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,476	$48,612
Mid-Range Teacher Salary	$83,160	$74,676
Highest Teacher Salary	$104,954	$99,791
Average Principal Salary (Elementary)	$131,863	$125,830
Average Principal Salary (Middle)	$135,510	$131,167
Average Principal Salary (High)	$147,850	$144,822
Superintendent Salary	$215,498	$275,796
Percent of Budget for Teacher Salaries	35%	34%
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	1	5	5

All professional development activities in Hesperia Unified School District revolve around the State Standards and are research-based.

Through the use of data collection, evidence of student learning, as well as input from our Guiding Coalition and School Site Council, we have composed a Comprehensive Needs Assessment that has helped us identify areas of strengths and next steps. In working with InnovateEd, we have developed a site focus that our students will comprehend and communicate at a DOK 3 or higher across all content areas. The following tier 1 instructional practices are in place school-wide to support our site focus: Number Talks, Write from the Beginning and Beyond, Guided Reading, Interactive Read Alouds, and DOK questioning strategies.

Using Professional Learning Communities (PLCs) with an emphasis on the cycle of inquiry, grade levels teams are reflecting on the impact of their practices and looking at evidence of student learning. This school year, we have added a site coach who is working directly with each grade level on our site focus. Our Guiding Coalition team works together with administration and the site coach to use Staff Meetings for focused professional development in identified areas of need (i.e. DOK). Teachers also have the opportunity to attend conferences to support best instructional practices that meet our site focus. Our coach is willing to attend conferences along-side teachers so that she can continue the coaching cycle by providing another lens through which each teacher can reflect upon his/her instruction and continue to have a positive impact on student achievement.

Per our site coaching plan, all teachers work with the coach both individually and with their grade level teams to dig deeper into how to implement strategic instruction at a higher DOK in all content areas. She attends Days of Planning with each team three times per year, as well as PLC meetings weekly to support teams with data analysis, curriculum planning, and reflective feedback throughout the coaching cycle. She regularly schedules individual meetings with teachers (per teacher request), as well, to discuss student data, instructional practices, and individual areas of support needed.

New teachers receive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties. Site coaches also work alongside new teachers to provide support in the areas of our site focus, classroom management, instructional strategies and much more.

Annual number of school days dedicated to staff development
2009-10: 1
2010-11: 0
2011-12: 0
2012-13: 1
2013-14: 1
2014-15: 1
2015-16: 2
2016-17: 1
2018-19: 5
2019-20:5