

Liberty Elementary

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	Liberty Elementary
Street	9631 Hayes St.
City, State, Zip	Riverside, CA 92503-3660
Phone Number	951-352-8225
Principal	Sandra Vilas, Ed.D.
Email Address	svilas@rusd.k12.ca.us
Website	www.rusdlink.org/Domain/25
County-District-School (CDS) Code	33-67215-6032684

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.rusd.k12.ca.us

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

Liberty exists to nurture and facilitate innovators' individual passion for learning. Through voice, choice, pace and path, learners will contribute to mankind's digitally connected world.

For the 2018-19 school year, Liberty had a total of 725 students enrolled in TK - 6th grade, not including 47 preschool students. The student population at Liberty is comprised of approximately Hispanic 86.07%, 7.72% White, 2.62% African American, .83% Asian, .41% Pacific Islander, and .14% American Indian.

The Liberty Elementary School community shares responsibility for the education of each and every student. Parents, teachers, and students work collaboratively to ensure that all students have the essential skills and knowledge needed to succeed and achieve in public education. Students are expected to reach or exceed current State Standards established for their grade levels. Additional focus is given to developing 21st Century skills including: critical thinking, effective communication, problem solving, and the ability to access information. Success is measured with both formative and summative assessments. Liberty is a Personalized Learning campus. We believe personalized learning can enable every Liberty Scholar to be a self directed individual where the world is their classroom. The guiding belief for personalized learning builds on our school vision and mission. At Liberty, instructional practices begin and end with individualized goals that are based on the standards. The intent behind our entire focus is to have students own and lead their learning. We believe when students understand their learning styles, strengths, weaknesses, and feel a sense of urgency for achievement, success will follow. We hope to develop our students as a group of socially engaged contributors who see themselves as pivotal members in their community.

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

Grade Level	Number of Students
Kindergarten	104
Grade 1	100
Grade 2	96
Grade 3	102
Grade 4	87
Grade 5	113
Grade 6	123
Total Enrollment	725

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.1
Asian	0.8
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.4
White	7.7
Two or More Races	1.2
Socioeconomically Disadvantaged	92.3
English Learners	42.5
Students with Disabilities	11.6
Foster Youth	0.4
Homeless	7.9

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	34	36	31	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 6.3 Acres
Last modernized: 2014
28 Permanent Classrooms
7 Portable Classrooms
Completely Air Conditioned
Library
Multi-Purpose Room
Indoor and outdoor cafeteria

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Liberty has a full time custodian who, along with other district personnel maintain the grounds and facilities.

of Work Orders = 351
Labor Hours = 1024.55
Assessed Value of Work = \$48800.66

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: 9/12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Classroom 30: Dirty intake vent, humid conditions, 1 light fixture out
Interior: Interior Surfaces	Fair	Classroom 2: 3 stained ceiling tiles, HVAC intake loose, tear on wall Classroom 30: Dirty intake vent, humid conditions, 1 light fixture out Girls RR: Dirty exhaust vent, exposed bolt on wall inside stall, 1 light fixture out

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Boys RR: 3 out of 4 bulbs out, loose faucet at sink, drain leaking Boys RR: Missing lens on light, faucet broken Girls RR: Dirty exhaust vent, exposed bolt on wall inside stall, 1 light fixture out Nurse: Missing lens cover in restroom light fixture
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Boys RR: 3 out of 4 bulbs out, loose faucet at sink, drain leaking Boys RR: Broken faucet at sink, observation: one light fixture out Boys RR: Missing lens on light, faucet broken Girls RR: Broken faucet at sink Girls RR: Dirty exhaust vent, exposed bolt on wall inside stall, 1 light fixture out
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	37	49	51	50	50
Mathematics (grades 3-8 and 11)	23	26	35	36	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	422	419	99.29	0.71	36.99
Male	225	224	99.56	0.44	30.36
Female	197	195	98.98	1.02	44.62
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	356	353	99.16	0.84	35.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	45.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	394	391	99.24	0.76	36.32
English Learners	217	214	98.62	1.38	27.10
Students with Disabilities	62	62	100.00	0.00	8.06
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	33	32	96.97	3.03	12.50

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	422	422	100.00	0.00	25.59
Male	225	225	100.00	0.00	21.33
Female	197	197	100.00	0.00	30.46
Black or African American	11	11	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	356	356	100.00	0.00	23.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	40.54
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	394	394	100.00	0.00	23.86
English Learners	217	217	100.00	0.00	17.97
Students with Disabilities	62	62	100.00	0.00	4.84
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	33	33	100.00	0.00	9.09

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.5	28.4	18.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent Involvement Contact Person Name: Sandra Vilas, Contact Person Phone Number: 951-352-8225.

Parents are encouraged to attend all parent meetings, parent workshops, and to volunteer in their child's classroom. All parents are encouraged to take an active role in their child's education through ongoing communication with the school. The school communicates with parents through parent letters, flyers, autodial calls, school marquee, posters, and website, which includes a monthly calendar. Other forms of communication available to parents are the web-based Class Dojo and Remind.

Parents are encouraged to attend all School Site Council, English Learner Advisory Council, and Parent Teacher Association meetings throughout the school year. School Site Council and English Learner Advisory Council meetings are conducted every month. The meeting agendas included sharing achievement data, categorical budgets, and the School Plan for Student Achievement. Trainings are also offered at these meetings.

Liberty engaged parents through multiple academies and trainings during the 2018-2019 school year. These trainings were focused on providing all parents with strategies to support their children in developing basic early literacy and reading comprehension skills. In 2019-2020, PIQE (Parent Institute for Quality Education) was provided to all parents. This program provided parent workshops on the topics parents selected as high needs through the Parent Needs Assessment Survey. In 2018-2019, School Smarts, a PTA sponsored program, was being provided. All parents were invited through autodial message, flyers, and one-to-one parent phone calls conducted by Liberty's translator.

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	4.0	4.4	4.1	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.2	0.0	0.1	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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	24		5		21	1	4		23	1	4	
1	26		3		24		3		25		3	
2	24		4		26		4		22	1	4	
3	21	1	4		27		3		24		4	
4	28	1		3	24	1	3		23	1	3	
5	34			4	31		3	1	31		3	
6	26	1	3		27	1	4		29	1	2	2
Other**					11	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)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7218.64	1316.70	5901.94	86588.97
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-11.9	-1.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-20.5	12.1

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)

Liberty Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$157,928 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

\$189,324.55 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	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	11	26	16

2019 - 2020 School Year

All TK-2 Teachers received 2 full days district training on the California Wonders Curriculum. Teachers attended by grade level while substitutes tend to their classes during their absence.

Individual teacher Student Data Analysis - 3 days per year. The principal meets with teachers individually for 20 minutes each to review data, monitor, and plan interventions. A roving substitute tends to the classes during their absence.

All teachers attended a district 1 day Writing / ELD Professional Development by grade level while substitutes tend to their classes during their absence.

Leadership Team participated in a 1-day Refocus Your PLC's and Building Student Ownership of Learning through the Riverside County Office of Education while substitutes tend to their classes during their absence.

5 teachers attended the 2-day No Excuses University (NEU) Institute during the Summer break.

1 teacher, 1 classified staff, and the principal attended the 2-day No Excuses Convention (NEU). A substitute tended to the teacher's class during her absence.

Various teachers attended 2 separate full days of Eureka Math training while substitutes tend to their classes during their absence.

The Leadership Team met for two days for Instructional Design with a representative of Innovate Ed. This is to plan Instructional Rounds. Substitutes tend to their classes during their absence

The Leadership Team had 2 full days of Instructional Rounds. The team walks through classrooms collecting data regarding instruction. Substitutes tend to their classes during their absence.

2018 - 2019 School Year

All teachers attended the district Danielson Framework Training on 2 separate days by grade level. Substitutes tended to their classes during their absence.

All primary teachers attended a 1-day district California Wonders TK-2 ELA/ELD. Substitutes tend to their classes during their absence.

All teachers attended 3 separate days of Eureka Math training (Fall, Winter, Spring). Substitutes tend to their classes during their absence.

Various 3rd - 6th grade teachers attending an after school Advanced Phonics Intervention Training to provide reading support for students for 2 hours.

Various teachers attended a 2-day Restorative Practice Training. Substitutes tend to classes during their absence.

All primary TK-2 teachers attended a 1-day district Teaching Early Numeracy training. Substitutes tend to classes during their absence.

Various primary teachers attended a 1-day K-2 Gateway (K-2 Institute) during the Summer Break.

Various primary teachers attended a 1-day K-2 Gateway Refresher (K-2 Institute) during the Summer Break.

The Leadership Team met for two days for Instructional Design with a representative of Innovate Ed. This is to plan Instructional Rounds. Substitutes tend to their classes during their absence.

The Leadership Team had 2 full days of Instructional Rounds. The team walks through classrooms collecting data regarding instruction. Substitutes tend to their classes during their absence.

Grade Level teams met with the ELA Coach to review student data for 1/2 days 4 x per year. Substitutes tend to their classes during their absence.

5 teachers attended the 2-day No Excuses University (NEU) Institute during the Summer break.

2 teachers and the principal attended the 3-day Ed Elements Personalized Learning Conference. Substituted tended to the teacher's classes during their absence.

2017 - 2018 School Year

All teachers attended a 1-day district Eureka Math Launch training by grade level. Substitutes tended to their classes during their absence.

Various teachers attended a 1-day Common Core State Standards Math Training through RCOE. Substitutes tend to their classes during their absence.

Various teachers attended a 1-day Effective Classroom training. Substitutes tend to their classes during their absence.

Special Education Teachers attended a 3 day Read 180/System 44 Training. Substitutes tend to their classes during their absence.

Various teachers attended a 1-day Best First Instruction Training. Substitutes tend to their classes during their absence.

5 teachers attended the 2-day No Excuses University (NEU) Institute during the Summer break

1 teacher, 1 classified staff, and the principal attended the 2-day No Excuses Convention (NEU). A substitute tended to the teacher's class during her absence.