

# **Diamond View Middle School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Diamond View Middle School
<b>Street</b>	850 Richmond Road
<b>City, State, Zip</b>	Susanville, CA 96130
<b>Phone Number</b>	(530) 257-5144
<b>Principal</b>	Dede Heimbigner
<b>Email Address</b>	dheimbigner@susanvillesd.org
<b>Website</b>	<a href="http://www.diamondviewschool.org">www.diamondviewschool.org</a>
<b>County-District-School (CDS) Code</b>	18-64196-6010813

Entity	Contact Information
<b>District Name</b>	Susanville Elementary School District
<b>Phone Number</b>	(530) 257-8200
<b>Superintendent</b>	Jason Waddell
<b>Email Address</b>	jwaddell@susanvillesd.org
<b>Website</b>	www.susanvillesd.org

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

Diamond View School is a middle school serving a population of approximately 325 students in grades six, seven, and eight. Diamond View School is located in northeastern California, and is one of three schools in the Susanville School District. It is the mission of Diamond View School to prepare our students for successful college and career paths through collaboration, communication, critical thinking and an emphasis on mutual respect, reflected by high expectations for behavior and academic success. Diamond View School aims to create rigorous innovative learning opportunities for all students by working together to build partnerships with parents to promote a culture where everyone is valued and important.

The Diamond View staff will utilize community, state, and federal guidelines to develop programs that fulfill this obligation. Diamond View's school staff is committed to promoting achievement in all curricular areas. The school is organized around a 7-period academic day, providing intensive and strategic instruction in the areas of math and language arts. These classes consist of a two-period block for math and a two-period block of language arts. Students also attend a period of social studies, science, and physical education each day. The school provides many excellent enrichment activities through the Gifted and Talented Education (GATE) program, drama, art club, outdoor education camp, and sport teams. Other academic activities include Yearbook, student government and leadership activities, Geography Bee, Spelling Bee, Lit Jam and Career and College Exploration opportunities.

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

Grade Level	Number of Students
<b>Grade 6</b>	111
<b>Grade 7</b>	99
<b>Grade 8</b>	103
<b>Total Enrollment</b>	313

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	3.2
Asian	1.6
Filipino	1.6
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	4.2
White	55.3
Two or More Races	8
Socioeconomically Disadvantaged	53.4
English Learners	4.5
Students with Disabilities	12.8
Foster Youth	0.6
Homeless	3.5

## 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	14	13	11	45
Without Full Credential	3	4	6	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: 01/2020

The Susanville School District Board of Trustees holds a Public Hearing annually. At the annual meeting, the Board of Trustees determined that the students in the Susanville School District, grades K- 8, have sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education. In addition, the Board by resolution determined that every pupil, including English learners, has sufficient textbooks or instructional materials consistent with the content and cycles of the Curriculum Framework adopted by the State Board of Education in the following subject areas: mathematics, science, history-social science, and English/language arts, pursuant to settlement the of Williams vs. the State of California (Education Code Section 60119).

All students, including English learners, are given their own individual Standards aligned textbooks and instructional materials in the core subjects for use in the classroom and to take home. The most current adoptions contain specific curriculum for technology use where teachers and students can take advantage of our two computer labs and their new Dell Optiplex computers as well as 8 mobile classrooms with Chromebooks. NGSS textbooks are currently being evaluated and are expected to be purchased by the summer of 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	CA Collections Premium, Houghton Mifflin Harcourt, 2017 (Grades 6-8)	Yes	0
<b>Mathematics</b>	Larson BIG IDEAS California CC Courses 1-3 (6, 7, & 8)	Yes	0
<b>Science</b>	Explorers: Focus of Earth Science, Prentice Hall Science (6)  Explorers: Focus of Life Science, Prentice Hall Science (7)  Explorers: Focus of Physical Science, Prentice Hall Science (8)	No	0
<b>History-Social Science</b>	History Alive! The Ancient World, TCI, current edition (6)  History Alive! The Medieval World and Beyond, TCI, current edition (7)  History Alive! The United States Through Industrialism, TCI, current edition (8)	Yes	0
<b>Foreign Language</b>	Asi Se Dice, McGraw Hill, 2011 (7, 8)	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

On March 21, 2008, the main school structure was closed for the remainder of the 2007-08 school year and the students moved to temporary classrooms. For the 2008-09 and 2009-10 school years, Diamond View was housed on the Meadow View Campus located on Paiute Lane in Susanville. Meadow View School opened in the fall of 1992, making it the newest school in the District. The Susanville School District, with support from the Susanville Community passed a bond Measure on the November 2008 ballot, and plans were made to begin modernizing the Diamond View campus in January of 2009. On August 30, 2010 Diamond View School reopened after a complete renovation of our classroom and hallway facilities. There is one permanent building containing 15 classrooms, a library, office complex, and multipurpose room/cafeteria. In addition, there are 3 modular units which house two computer labs and additional classroom space. The playground is very large, encompassing approximately six acres. A portion of this area is blacktop playground, with the remainder devoted to grass playing fields and playground equipment areas. Both the library and computer lab are advanced and state of the art by middle school standards. The computer lab has 34 new computer workstations, all of which have high-speed Internet connections. A second computer lab with 37 workstations was added for expanded technology experiences for our students and to accommodate the additional needs required for state mandated testing. As a community asset, Diamond View has a full functioning gymnasium with boys' and girls' lockers and showers.

The school and community use the facility extensively for both athletic and social functions. We also have a functioning multipurpose facility that is used throughout the year for student and community activities. Diamond View has become the host school for large inter-scholastic events in Lassen County such as Lit Jam and the County wide Spelling Bee.

The District employs one full-time lead maintenance and grounds staff member, and one part-time grounds/maintenance employee. District maintenance staff utilize the Facility Inspection Tool (FIT) developed by OPSC to survey facility needs on a regular basis. The most recent inspection was done in August, 2018. Our District's custodial staff consists of one full-time custodian at each school site. One full-time custodian is assigned to the school during the entire school day. One part-time custodian is assigned in the evenings. The day custodian assures that restrooms are clean and stocked throughout the day, in addition to providing custodial services to classrooms, cafeteria and the kitchen. All custodians follow daily cleaning schedules that are established by the site administrator. The daily cleaning schedules reflect the cleaning standards identified by the California Association of School Business Officials (CASBO) Custodial handbook.

Through the Local Control Accountability Plan (LCAP), the District prioritizes facility and maintenance needs for the school each year and provides budgetary resources to keep Diamond View in top condition for student learning.

## 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:** 08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	41	31	40	32	50	50
<b>Mathematics (grades 3-8 and 11)</b>	34	28	35	34	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	298	293	98.32	1.68	30.72
Male	161	160	99.38	0.62	21.25
Female	137	133	97.08	2.92	42.11
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	28.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	163	98.79	1.21	34.97
Two or More Races	24	23	95.83	4.17	13.04
Socioeconomically Disadvantaged	177	174	98.31	1.69	23.56
English Learners	22	22	100.00	0.00	13.64
Students with Disabilities	39	38	97.44	2.56	13.16
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	298	294	98.66	1.34	27.55
Male	161	160	99.38	0.62	25.00
Female	137	134	97.81	2.19	30.60

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	76	98.70	1.30	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	165	162	98.18	1.82	27.78
Two or More Races	24	24	100.00	0.00	16.67
Socioeconomically Disadvantaged	177	174	98.31	1.69	20.69
English Learners	22	22	100.00	0.00	9.09
Students with Disabilities	39	36	92.31	7.69	8.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

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

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

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



### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	23.4	21.3	25.5

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)

There are opportunities for parents to become involved at Diamond View School ranging from school-wide leadership roles such as School Site Council, to volunteering in the classroom, and special focus areas that match a variety of parent interests. Parents can also get involved by supporting athletic events, Drama Boosters, the GATE committee, and special student events such as graduation and field trips.

Parent involvement begins, with the vital partnership between staff and parents in support of their children. The most valuable parent involvement practices are to meet regularly with teachers for conferences, maintain frequent communication with staff, and the continued support of the school's educational and behavioral goals for all students. Annually, parents are invited to be a part of the District's LCAP committee to help prioritize the District's goals and actions. Diamond View utilizes a parent-dialing/email service (SchoolWise) to communicate with parents regarding important events on campus, attendance, discipline, and about student life. Additionally, school events are posted frequently on social media sites where parents can stay informed about events and activities on campus. The Diamond View Staff post student grades and scores in an online grade book so that parents can view their child's progress throughout the school year. Assignments and classroom information is also frequently posted on the school web-page ([www.diamondviewschool.org](http://www.diamondviewschool.org)) in an effort to maintain communication with parents and families.

For more information on how to become involved, contact Dede Heimbigner, Principal, at (530) 257-5144.

## 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
<b>Suspensions</b>	17.0	11.1	10.9	7.0	5.2	5.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The safety of students, staff, and visitors is of primary importance at Diamond View School. Diamond View has one full-time day custodian, and one full-time evening custodian. The Susanville School District also employs one full-time maintenance/groundskeeper and one part-time maintenance/groundskeeper. Diamond View is a closed campus, with four-yard monitors on duty during lunch daily to ensure the safety of students. Teachers provide morning supervision on the playground, in the hallways, and in front of the school to monitor drop-offs. After school, teachers and the principal provide bus and pick-up supervision. Buses are equipped with video cameras to provide security information.

The School Safety Plan was most recently reviewed, updated and approved by the Board of Trustees in March of 2019. It was then shared with school faculty in September 2019. The Plan addresses:

- Evacuation procedures for bomb threats, fire, and post-earthquake situations.
- School alert and lockdown procedures address intruders, hostages, or violent situations.
- Emergency drills, such as fire, earthquake, and lock down, are conducted on a monthly basis.

The plan also addresses collapse or death on campus, sexual assault, smoke, grass or forest fire, gas leaks, sewer leaks, other safety related protocol. Additionally, the Safety Plan is monitored continuously and adjusted as needs dictate a change.

All visitors to the school are required to sign in at the office and wear a visitor's tag at all times. We continually strive to improve and increase campus safety.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
<b>English</b>	23	6	8	4	18	10	14		18	12	10	
<b>Mathematics</b>	20	8	10	2	18	10	14		16	16	10	
<b>Science</b>	34		2	4	22	2	8		22	2	7	
<b>Social Science</b>	29	1	1	5	22	2	8		22	2	7	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.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	\$6,954	\$693	\$6,262	\$70,210
District	N/A	N/A	\$7,010	\$44,977
Percent Difference - School Site and District	N/A	N/A	-11.3	43.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-18.1	-10.0

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)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (Instructional Aide Support for Math)
- After-School Homework Club
- After-School Gifted and Talented Enrichment (GATE) program
- Title VI (Indian Education Program)
- English Language Learners (ELL) services

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,777	\$49,378
Mid-Range Teacher Salary	\$58,139	\$77,190
Highest Teacher Salary	\$80,477	\$96,607
Average Principal Salary (Elementary)	\$98,460	\$122,074
Average Principal Salary (Middle)	\$84,933	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$141,809	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	6%

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	4	4	4

The major area of focus this year in the Susanville School District is on improving student instruction using the Common Core State Standards adopted for the core subjects. New Mathematics materials were adopted in 2014 and staff have been engaged in a variety of professional development activities related to the new program. Additionally, staff has continued to advance their understanding of peer collaboration/observation and implementation of new technology into their daily curriculum. New English Language Arts (ELA) materials were adopted in 2016 and the ELA staff have been immersed in professional development to master the new program. New Social Studies textbooks were purchased during the summer of 2019 and training for staff will follow. New Science textbooks are being evaluated for implementation in 2020.

Certificated staff members in the Susanville School District have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

- Visits to other classrooms and other schools to observe and analyze teaching
- Attendance at professional education conferences or committee meetings
- Classes/workshops offered by the District, County Office of Education, State projects, private organizations, or other appropriate agencies
- Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
- Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
- Peer conferences and/or joint staff preparation time
- Participation in curriculum development projects
- Participation in educational research or innovation efforts
- Assistance from or service as a mentor teacher or consulting teacher
- Service in a leadership role in a professional organization
- Discussions and/or internships with business and community agencies for the purpose of identifying the skills, knowledge, and aptitudes necessary for specific career paths and developing meaningful career-related, work-based learning experiences

- Travel, study, and research in subject-matter content and effective educational practices
- Follow-up activities that help staff to implement newly acquired skills

Three additional staff development days were added to the annual teacher contract beginning in the 2014-2015 school year in an effort to provide more time for teachers to work together and learn new material during the school year. Staff will continue to effectively use these training days to familiarize themselves with new practices and new materials as future program adoptions are implemented at the District.