Theodore Roosevelt 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	Theodore Roosevelt Elementary School
Street	1600 E. Vermont Ave.
City, State, Zip	Anaheim, CA 92805
Phone Number	(714) 517-8953
Principal	Deanna Pelasky
Email Address	dpelasky@aesd.org
Website	https://anaheimelementary.org/roosevelt
County-District-School (CDS) Code	30-66423-6027411

Entity	Contact Information
District Name	Anaheim Elementary School District
Phone Number	(714) 517-7500
Superintendent	Christopher Downing
Email Address	cdowning@aesd.org
Website	https://anaheimelementary.org/

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

Theodore Roosevelt staff is committed to providing challenging standards-based instruction which promotes critical thinking in Language Arts, Mathematics, Science, and Social Science. Every classroom provides an excellent and integrated instructional program to help all students become proficient and confident learners. Roosevelt School integrates e2-STEAM-d (equitable, engaging, science, technology, engineering, arts, math and dual language immersion) into daily instruction to support learning for the whole child.

Our staff members are proud to be working at a school with an established tradition of providing an outstanding education to students in Anaheim. Student academic and social emotional success are our priority. Staff, parents, and our school community share a common goal of helping students achieve their best each day.

Vision
Theodore Roosevelt Elementary School is a positive, accepting environment that nurtures the individuality of all students as they discover their full potential. Students will become college and career ready through communication, collaboration, critical thinking, and creativity.

Mission
Our staff strives to deliver targeted, efficient, explicitly direct, and powerful instruction for all learners. The goal of instruction is the achievement of academic standards by all students in order to prepare students to be College and Career ready.

Theodore Roosevelt School serves approximately 450 students on a single-track calendar in grades TK through sixth, including two special day classrooms. We also have four GATE cluster classes for gifted and talented students.

Approximately 83% of our students receive free/reduced lunches. Within our enrollment by English proficiency, 36% of our students are English Learners, 19% are Reclassified English Proficient students, 2% are Initial Fluent English Proficient, and 41.5% are English Only students.

All of our teaching staff is fully credentialed and hold CLAD authorization. Additional personnel includes the School Principal, a full time Vice Principal, 2.5 full-time Custodians, one School Office Coordinator, two full time School Office Assistants, one part-time Attendance Liaison, one eight hour Technology Assistant, one full-time Library Media Assistant, one part-time Health Clerk, one part-time Nurse, one full time Community Liaison, a group of Special Education Instructional Assistants, and a group of Campus Supervisors.

A Speech/Language Teacher, Resource Specialist (RSP) Teacher, and a part-time Psychologist also serve numerous students with a variety of academic needs.

Language Arts and Mathematics instruction is provided through daily standards-based lessons. Science and Social Science instruction are meaningfully integrated with core instruction. A school wide priority has been established for a systematic English Language Development (ELD) in grades TK through sixth.

A 100% Curriculum Coach and a part time Digital Learning Coach also provides daily support of Tier 1 "Best First Teaching" through Coaching Cycles with all teaching staff which include co-planning, classroom demos, and side-by-side teaching to support a research-based lesson design with effective scaffolds for English Learners, ELD, and Write From Beginning and Beyond support.

Intervention programs are offered on an ongoing basis throughout the school year.

Students participate in intervention programs depending on their level of academic/language proficiency.

All staff meetings are designed to provide professional development to increase a school focus on English Learners and stronger development of Professional Learning Communities with an emphasis on data collaboration, standard focus planning, and District Common Assessments goal setting in grade level teams. Teachers collaborate during Learning walks and during their weekly planning time to extend their skills and to provide support for students at all academic levels.

PBIS creates an emphasis on a school-wide system of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. The PBIS implementation includes school-wide procedures and processes intended for: ALL students, ALL staff and in ALL settings.

Extended educational opportunities are available for all students which include access to Internet for research, guest speakers, District student competitions such as Oral Interpretation contest, a variety of other contests that promote enrichment skills in the area of visual/performing arts , 3rd-6th Reader's Showcase school teams. Students are provided access and use of technology software programs such as Accelerated Reader, ST Math, and other site purchased programs.

Anaheim Achieves is a well-established YMCA after school program held on-campus. It has approximately 120 students enrolled throughout the school year. Students of all ability levels attend three-hour after-school classes at their grade levels for homework support, enrichment activities, and physical education activities.

Theodore Roosevelt School Staff are committed to working together with parents to provide the best education for children. School events for families, educational classes, and parent meetings are scheduled throughout the year that create opportunities for families to be actively involved in the academic achievement of their children. Our PTA group helps support our school by providing assemblies, field trips, and special programs. Parent volunteers work hand in hand with classroom teachers to provide assistance for classroom instruction.

We understand that the education of our students requires the efforts of all stakeholders and that strong parent involvement is crucial to increase academic performance, improved attendance and a more positive attitude about school. We will continue to build parental involvement through a variety of family activities designed to enhance each student's academic and social development.

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

Grade Level	Number of Students
Kindergarten	40
Grade 1	50
Grade 2	63
Grade 3	67
Grade 4	73
Grade 5	65
Grade 6	77
Total Enrollment	435

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	2.8
Filipino	1.6
Hispanic or Latino	86
Native Hawaiian or Pacific Islander	0.2
White	6.2
Two or More Races	0.5
Socioeconomically Disadvantaged	83.9
English Learners	34.3
Students with Disabilities	13.6
Foster Youth	0.5
Homeless	9.4

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	21	19	17	695
Without Full Credential	0	0	0	0
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: 08/2019

Instructional Materials Resolution adopted on 08/14/2019. The Anaheim Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. Students are provided with an adequate supply of Board-approved textbooks for all subject areas that are aligned with District and State content standards.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017-18 Benchmark Advance and Benchmark Adelante, c2018	Yes	0%
Mathematics	McGraw-Hill MyMath, c2010, McGraw-Hill California Math, c2010 (6th)	Yes	0%
Science	Houghton Mifflin Science c2007	Yes	0%
History-Social Science	2006-07 California Vistas Macmillan/McGraw-Hill c2006	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Inspection Date: 09/24/2019

Average Percentage of 8 categories evaluated: 98.22% Overall rating: GOOD

General: The District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. Safety inspections take place on a quarterly basis at all sites. Below is more specific information on the condition of the school and efforts made to ensure that students are provided with a clean, safe, and functioning learning environment.

Maintenance and Repair: District maintenance staff ensures that repairs necessary to keep the school maintained and in working order are completed in a timely manner. An electronic work order process is used to ensure timely and efficient service. Emergency repairs have highest priority. A maintenance worker is assigned to the site, and is usually on campus once every week. No emergency repair needs exist at this site.

Cleaning Process and Schedule: The District has standard cleaning procedures and guidelines used at each school site. Cleaning schedules are developed jointly between the principal and custodial staff to ensure a clean and safe school. Since January of 2006, the District has implemented the "General Deep Cleaning" crew procedure. On average, once every 10 months all schools are being deep cleaned on a rotation schedule.

The District's completed deferred maintenance plan is available at the Operations Center at 1411 S. Anaheim Blvd. Anaheim, CA 92805.

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: 09/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	S-32: Ceiling tile above sink is wet. W.O #24234 Girls' RR by Library: Hole in ceiling tile. W.O #24235
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	S-4: One light bulb is out. W.O #24231
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	S-5: Sink water pressure is low. W.O #24232 S-8: Sink water pressure is low. W.O #24232 S-12: Pipes rattle when the sink water is turned on. W.O #24233 S-30: Pipe rattles when sink is turned on. W.O #24233
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)	38	41	30	34	50	50
Mathematics (grades 3-8 and 11)	34	37	25	28	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	282	280	99.29	0.71	41.07
Male	131	130	99.24	0.76	39.23
Female	151	150	99.34	0.66	42.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	245	243	99.18	0.82	35.80
Native Hawaiian or Pacific Islander					
White	20	20	100.00	0.00	65.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	36.07
English Learners	175	174	99.43	0.57	40.23
Students with Disabilities	40	40	100.00	0.00	17.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	35.48

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	282	280	99.29	0.71	36.79
Male	131	130	99.24	0.76	43.85
Female	151	150	99.34	0.66	30.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	245	243	99.18	0.82	32.92
Native Hawaiian or Pacific Islander					
White	20	20	100.00	0.00	40.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	246	244	99.19	0.81	32.38
English Learners	175	174	99.43	0.57	37.93
Students with Disabilities	40	40	100.00	0.00	15.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	35.48

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	23.4	14.1	3.1

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)

- We are proud of our dedicated staff, Parent Teacher Association (PTA), School Site Council (SSC) and English Learner Advisory Committee (ELAC). Roosevelt parents are encouraged to be active partners in their child's education. Our school provides the following organized activities for parent involvement: PTA School Site Council (SSC) English Learner Advisory Council (ELAC) Family Literacy Events School-Wide Volunteer Days on Wednesdays with featured guest speakers from the community Spring Carnival Volunteering in Classrooms and on fieldtrips Kindergarten Parent Orientation Attendance at parent conferences and IEP meetings Back-To-School Night Open House Reading Incentive program Parent Education Courses and/or Education Parent Meetings

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	1.0	0.0	0.0	0.7	0.4	0.4	3.6	3.5	3.5
Expulsions	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)

Most recent review date: 12/06/2018

Roosevelt School has a comprehensive school safety plan that is reviewed each year. In November 2018 the plan was reviewed, updated and discussed with both the school staff and parents. The Roosevelt School Site Council approved the plan at their November 2018 meeting. Key components included in our Safe School Plan are: 1. The school's physical/social environment 2. Student's academic progress and growth

The school safety plan is a public document and will be readily available for inspection at the school site and at the 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	23	2	2		27		3		20	2		
1	26		2		26		2		24		2	
2	28		3		26		3		23		2	
3	22	1	2		28		2		22	1	3	
4	30		3		27		3		23		3	
5	23	1	3		24		3		31		2	
6	27	1	1	2	23	1	3		21	1	3	
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*	217.5

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.3

*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	$7,721.92	$186.44	$7,535.48	$96,949.55
District	N/A	N/A	$644.56	$90,647.00
Percent Difference - School Site and District	N/A	N/A	168.5	5.7
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-0.8	16.4

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)

Roosevelt School received funding from restricted sources such as Title I (federal) and Local Control Funding Formula (state) for supplementary education programs, materials, professional development, TOSAs, and parent and family engagement. A detailed description of programs and services provided to support student achievement is documented in the School Plan for Student Achievement located at https://sites.google.com/a/acsd.k12.ca.us/categorical-state-federal-projects/home/single-plan-for-student-achievement.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,963	$45,741
Mid-Range Teacher Salary	$90,327	$81,840
Highest Teacher Salary	$108,168	$102,065
Average Principal Salary (Elementary)	$140,100	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$281,801	$224,581
Percent of Budget for Teacher Salaries	34%	36%
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	3	2	2

The vision of AESD is to create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and career opportunities to become competitive global citizens. The vision for e²STEAM-D (equitable and engaging science, technology, engineering, art, math and dual language immersion) education in Anaheim Elementary School District is to empower school communities to integrate science, technology, engineering, arts, mathematics, and Dual Language Immersion through the process of critical thinking, communication, creativity, and collaboration to foster innovation not just for today, but the future.

Core Strategy: In order to increase the achievement of all students and close the achievement gap, all professionals will build meaningful student relationships and collaborate in data-informed learning communities to ensure the engagement of all students in a rigorous curriculum.

Professional Learning is offered in a variety of flexible formats and structures to meet the diverse professional and personal needs of teachers. Such structures include both in person and virtual training and are offered after school, during off track time, on Saturdays and/ or through the provision of a substitute when possible. Additionally, all schools are provided with on site specific professional development as needed through district curriculum specialist and off site conference attendance. Job embedded professional learning is provided by a site instructional coach and/or facilitated through both peer learning opportunities. All schools have a full time instructional coach who facilitate a student centered coaching framework and maximize individualized professional learning for teachers through lesson studies, co-planning/teaching, PLCs, peer learning walks and provide professional learning.

Professional Learning areas of focused are identified through analysis of both formative and summative data. All unduplicated student groups ELA and Math summative data as reported by summative and interim CAASPP test items indicate a gap of achievement from the standard met indicator.

To meet these identified students needs the following professional learning has transpired:

2019-20
- All Second and Third grade teachers will have participated in a one day training on implementing Guided Reading in small groups as a complement to the district adopted English Language Arts Curriculum.
- All Second and Third grade teacher will have participated in a one day training around differentiated small group instruction.
- Teachers in grades 4-6 will be afforded the opportunity to participate in a one day training around differentiated small group instruction.
- Selected schools and teachers in Grades K-2 will be trained in Cognitively Guided Instructional strategies.

2018-19
- All Kindergarten & First grade teachers participated in a one day training on implementing Guided Reading in small groups as a complement to the district adopted Benchmark curriculum-based skill instruction.
- All Kindergarten through Second grade teachers participated in a one day training around differentiated small group instruction.

2017-18
- All staff, certificated and credentialed, received training in responding to students with Adverse Childhood Experiences (ACEs) including use of Restorative Circles to support the district's instructional focus of social emotional
- All certificated educators participated in two days of professional learning around the the ELA/ELD Framework and our newly adopted Benchmark Advance Curriculum Materials. Day 1 focused on the five key themes of literacy and language in the CA ELD/ELA framework in addition to familiarizing themselves with the newly adopted ELA materials, instructional supports (i.e. objective, concept development, scope and sequence), pacing and assessment and technology. In day 2 participants explored how to use the framework to inform how best to use the new ELD curriculum as a tool to teach the ELD standards during Designated ELD.

Job embedded professional learning through peer support is orchestrated and provided by on site coaching opportunities. All schools have support from a full time or half time Curriculum Coach and shared Digital Learning coach to help apply professional learning through co-plan/co-teach opportunities, lesson studies, grade level calibrating and planning, peer learning walks and modeling of effective delivery of instruction.