

# Soquel 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	Soquel Elementary School
Street	2700 Porter St.
City, State, Zip	Soquel, CA 95073-2421
Phone Number	831.464.5655
Principal	Kristin Murphy
Email Address	kmurphy@suesd.org
Website	soquel.suesd.org
County-District-School (CDS) Code	44698496049985

Entity	Contact Information
District Name	Soquel Union Elementary School District
Phone Number	(831) 464-5639
Superintendent	Scott Turnbull
Email Address	sturnbull@suesd.org
Website	www.suesd.org

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

Soquel Elementary has been educating local youth since the 1850's. Soquel Elementary has occupied its current site on Porter Street since the 1890's and occupied the existing building since 1924. It has been an integral part of Soquel Village for a century and a half and holds a special place in the community as a historical landmark.

Soquel Elementary School serves 434 students, ranging from Kindergarten through 5th grade, with a variety of needs. Soquel Elementary School is a place where educators, parents, and students are actively involved in the learning and the growth of all members of the school community. Soquel Elementary is committed to high achievement for each student through a balanced, rigorous and integrated educational experience in partnership with the home and community.

Teachers, administration and classified staff are dedicated to providing a rich and rigorous educational experience. We pride ourselves on implementing Readers and Writers Workshop with fidelity. We believe this approach allows our students the skills and knowledge to be 21st-century learners and meet or exceed the common core standards. We are proud to have partnered with the Cotsen Foundation Art of Teaching to support our student and teacher development.

### Mission Statement

Soquel Elementary School is preparing all of our students for their future.

### Vision Statement

Soquel Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

We are committed to the following goals:

- To teach all students not only how to read, but also to enjoy reading.
- To make sure that all students gain an understanding of mathematical concepts and the role that math plays in all areas of life.
- To appreciate history and the unique impact it has on today.
- To develop an interest in and an understanding of science.
- To write fluently for a variety of purposes.
- To use technology as a tool to enhance all areas of the curriculum.
- To develop learners whose curiosity about the world around them leads them to a fulfilling life.
- To ensure a safe, respectful and caring environment for individual students and one another.

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	71
Grade 2	71
Grade 3	58
Grade 4	75
Grade 5	59
Total Enrollment	409

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

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	2
Filipino	1.5
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.5
White	45
Two or More Races	1
Socioeconomically Disadvantaged	45.2
English Learners	18.3
Students with Disabilities	11
Homeless	1

**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	22	23	26	102
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

## 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:** 2018 November

### Quality and Currency of Textbooks and Other Instructional Materials (School Year 2018-19)

District-wide, textbooks have been adopted from the State of California approved list which was released by the State Board of Education before Common Core State Standards. ELA- Units of Study: Readers and Writers Workshop, adopted in spring 2019.

In Mathematics—Pearson Investigations was adopted in 2015. The current Social Studies adoption dates before Common Core—Scotts Foresman Social Studies. A dual committee has been formed to review NGSS materials and HSS materials. At this time the decision to work toward the NGSS adoption first is in place. We are working collaboratively with Lawrence Hall of Science Bay Sci group. Mystery Science is used a supplemental. The current Science adoption dates before Common Core —Scott Foresman (4th and 5th grade) and DELTA FOSS Science.(K-3rd grade).

In the areas that Common Core materials either have not been released by the state or were recently released (science and social studies) the site rely's heavily on supplemental materials. The following supplemental materials are used:

Kindergarten - Scholastic -Let's find it is used for science and Social Studies; 1st grade Mystery Science is used for supplemental science and Scholastic news: CA weekly for Social Studies; 2nd grade Foss Kits and Glad units are developed and made for science and Scott Foresman and Scholastic news: CA weekly is used in Social Studies; 3rd grade Foss Kits and Mystery Science is used for Science and Scholastic news: CA weekly is used in Social Studies; 4th and 5th grade Foss Kits, Mystery Science, Scholastic News- science edition is used for science and Scholastic news: CA weekly is used in Social Studies; All classes are using standards to guide and plan instruction and rely heavily on field trips to bring the curriculum to life.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Readers and Writers Workshop	No	0
Mathematics	Investigations – Pearson	Yes	0
Science	DELTA FOSS and Scott Foresman	Yes	0
History-Social Science	Scotts Foresman	Yes	0

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

### School Facility Conditions and Improvements (School Year 2018-19)

Facilities are in good condition and kept clean. In June of 2018 construction began on a two-story, 11 classroom building. This project was completed in August 2019 and replaced seven old deteriorating portables.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** December 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	
<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	Poor	On going gopher control issues causing fields to have gopher holes. Corrective action on going gopher eradication and top level field dressing every summer.
<b>Overall Rating</b>	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)	51	53	62	63	50	50
Mathematics (grades 3-8 and 11)	41	42	49	49	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	193	185	95.85	4.15	52.97
Male	99	95	95.96	4.04	51.58
Female	94	90	95.74	4.26	54.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	86	94.51	5.49	41.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	78	96.30	3.70	61.54

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	86	85	98.84	1.16	42.35
English Learners	46	42	91.30	8.70	35.71
Students with Disabilities	29	29	100.00	0.00	34.48
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	193	187	96.89	3.11	42.25
Male	99	96	96.97	3.03	42.71
Female	94	91	96.81	3.19	41.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	88	96.70	3.30	35.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	81	78	96.30	3.70	47.44
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	86	86	100.00	0.00	36.05
English Learners	46	44	95.65	4.35	34.09
Students with Disabilities	29	29	100.00	0.00	24.14
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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
5	22.8	19.3	21.1

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)

Parents play a vital role at Soquel Elementary School with many opportunities for parent participation. Formal opportunities include participation in the School Site Council, Home and School Club and the English Language Advisory Council (ELAC). Volunteering in the classroom and within the school, are encouraged. Of course, frequently communicating with your child's teacher, reviewing homework and papers being sent home, attending Back to School Night and Open House activities, and participating in parent-teacher conferences are essential ways of strengthening the partnership between home and school. The school provides weekly email communication with upcoming events and information, and a bi-monthly newsletter that is written in conjunction with Home and School Club in which states the latest developments, events, and details for the school. We strive on ensuring our families have the most updated information; the site webpage is updated regularly with all calendar events and other essential information. Most classrooms also have site web pages or "Shutterfly" accounts and newsletters to keep families up to date on what is happening in individual classes. Communication from the office is provided in both English and Spanish to support all families involvement.

### 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>	2.5	0.2	1.4	3.0	1.4	3.0	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)

Our school district is a small district with approximately 2,000 students. Therefore, all schools are covered by a district wide Safe Schools Plan. This plan stresses emergency preparation and was developed in conjunction with law enforcement and county emergency services. All buildings housing students meet Field Act standards. The Fire Department and the district inspect facilities annually.

## 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		3		26		3		25		3	
1	19	3			26		2		24		3	
2	28		2		25		3		24		3	
3	27		3		24		3		26		2	
4	30		2		27		2		27		3	
5	28		3		28		3		30		2	
Other**												

\*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)	6.0

\*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	\$10,785	\$6,335	\$4,450	\$60,052
District	N/A	N/A	\$6,737	\$63,224
Percent Difference - School Site and District	N/A	N/A	-40.9	-5.1

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-51.1	-25.5

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)

### Types of Services Funded (School Year 2019-2020)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

#### Music Program

The music program at Soquel Elementary reflects our commitment to arts education for all our students. Our fully credentialed 60% music teacher works with students in grades kindergarten through 5th grade once a week. Our music program is guided by the Soquel District's music standards and the Visual and Performing Arts Standards that provide a consistent, developmental curriculum. Music classes at Soquel Elementary not only emphasize singing and playing instruments but also develop music skills in many areas. Students study music theory and ear training, listen, compose, improvise and perform. Our school-wide chorus with over 100 members is open to all students in grades three through five. They meet before school every week to sing songs from all over the world in English, Spanish, Shona, Hebrew, Latin and other languages. We have guest performers and teachers, including members of the Santa Cruz Jazz Society and the Santa Cruz Symphony. Our program benefits from wonderful music resources including a designated music classroom, a full set of Orff xylophones, an international collection of hand percussion instruments, recorders, and ukulele. All students participate in grade level concerts for family and friends, as well as individual and small group performances. Likewise, our Chorus presents several concerts during the year and performs at most school events, as well as throughout the greater community. This program is funded 43% from Title 1 funds and the Home & School Club generously support this unique program 57%.

#### Intervention Programs

Three fully credentialed teachers comprise Soquel Elementary School's intervention programs. The intervention team consists of 1 full-time ELD teacher, .74 ELA intervention teacher and a 21 hour a week math intervention teacher. The team works collaboratively to deliver a structured RTI intervention system. They use the Fountas and Pinnell Reading intervention curriculum for ELA and Do The Math for Math Intervention. Students are seen in a small group, push in services and one on one. Pre and post assessment is given to all students in the program. Assessment data is looked at every 8-10 weeks to determine the students need for continued intervention and growth. Parent notification and parent/teacher meetings are held to inform parents of progress.

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,708	\$49,378
Mid-Range Teacher Salary	\$62,771	\$77,190
Highest Teacher Salary	\$84,061	\$96,607
Average Principal Salary (Elementary)	\$111,678	\$122,074
Average Principal Salary (Middle)	\$117,668	\$126,560

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$176,492	\$189,346
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	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	3	3	3

Over the past three years our district has spent a great deal of professional learning on positive behavior intervention support (PBIS), social emotional academic development (SEAD), and multi-tiered systems of support (MTSS). In 2016-2017, district administration including the Superintendent, Assistant Superintendent of Educational Services, Director of Student Services and two principals participated in eight days of implementation training for Multi-Tiered System of Supports, MTSS. From this professional development, and through a specialized grant, the district is participating in a second year of PBIS support at two schools, Soquel and Santa Cruz Gardens Elementary Schools. Leadership teams from each of these site are comprised of the principal, teachers, campus supervisors and parents. These teams are in initial implementation and data collection phases. PBIS is the continued work at each school site, as is SEAD, which include alternative means of correction, RULER, mindfulness, classroom charters and more.

Some development by content/subject are as follows:

**Math:** Silicon Valley Math Initiative has been offered as a summer week-long training opportunity for the 2013-2019 years. Approximately 20 teachers participated each year. For the year 2016-2019 all elementary teachers participated in Cognitively Guided Instruction (CGI) training. In 2016-2019 middle school math teachers received professional development and coaching for College Preparatory Math, CPM, which is our district's middle school math adoption. On a daily support level, teachers are supported through in-class and after school coaching from two math teachers on special assignment.

**English Language Arts:** Between 2015-2019 elementary school teachers have received professional development for Readers/Writers workshop through Momentum. In 2018-2019 a Readers/Writers teacher on special assignment was hired full time to support staff with the curriculum complexities. Teachers were also given the opportunity to participate in half day release so they could observe veteran teachers and then debrief with a small group that was viewing the lesson.

**ELA/ELD:** English Language Development teachers, Principals and District Administration have trained at the County Office of Education and attended the ELA/ELD Framework Intensive Summer Institute offered through WestEd in 2015-2016. This focus of study is continuing through 2016-2017 for the ELD teachers from each site. In both 2017-2018 and 2018-2019 all principals, Assistant Superintendent of Educational Services and ELD specialists were trained in the new ELPAC testing. However, most recently a specialist, teacher and administrative representative team has begun training on the English Learner Roadmap, with the Multi-Lingual Network's partnership with Californians Together.

**History Social Science:** In 2017-2018 teachers were offered a day at the county office to review the new frameworks. All of the middle school Humanities teachers attended, along with a few of our elementary level teachers.

Science: In 2017-2018 the NBMS science department along with the vice principal participated in two days of training on the transition to NGSS. In 2018-2019 a vertical team made up of the Superintendent, Assistant Superintendent, one elementary principal, the middle school vice principal and four teachers worked with the Lawrence Hall of Science Bay Sci group to learn about NGSS and look at materials adoption. Most recently, Soquel Union Elementary has partnered with BAY SCI to further science and NGSS throughout our district. Through this partnership, a new science mission has been developed and communicated, a timeline has been created, a science leadership team has formed, regular leadership meetings are held- focusing on best science practices, and district-wide staff development in the areas of Evidence Statements and Science journaling have been jointly planned and implemented.

In addition to all of the above, for the past three years teachers have participated in three professional development days per year on non-student days, as well as one and a half hours on early release Fridays to engage in targeted district-led development, grade level collaboration, or school-focused meeting time. And because the needs of each site and teacher team differ, an additional several days are set aside for local- interest professional development.