

Villa Park 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	Villa Park Elementary School
Street	10551 Center Drive
City, State, Zip	Villa Park, CA 92861
Phone Number	(714) 997-6281
Principal	Sara Beggs
Email Address	sbeggs@orangeusd.org
Website	https://www.orangeusd.org/villa-park-elementary
County-District-School (CDS) Code	30-66621-6029979

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities along with staff information. Information about the Orange Unified School District is also provided. Unless otherwise specified, the information provided in this report is from the 2019-2020 school year.

Villa Park Elementary School, a Gold Ribbon School, is one of (27) elementary schools in the Orange Unified School District. The school, which was built in 1951, is located on Center Drive, south of Villa Park Road in the city of Villa Park. Approximately 615 students are enrolled in grades kindergarten through sixth grade. The school draws from the local community as well as attracting many families from the broader OUSD community who are seeking academic excellence for their students. Villa Park Elementary has a tradition of outstanding instruction, producing high academic achievement, with over 75% of all students meeting or exceeding state academic targets. Further we work in partnership with our parents and community including our Home and School League, Dad's Club, Villa Park Women's League, and Rotary Club to enrich our student experience with such programs as K-4 music, a dedicated PE coach, art and science assemblies, Camp Bobcat, hands on STEM challenges, and a Makerspace including 21st century tools such as robotics and 3D printing.

Our staff strives to provide rigorous instruction with appropriate challenges and supports to facilitate growth for all learners each year. Core instructional strategies include close reading of nonfiction text, use of Thinking Maps, Write from the Beginning, mathematical problem solving and practices, integration of technology, and school wide STEM Challenges. Our Positive Behavioral Intervention System, as well as a social-emotional learning curriculum at all grade levels, foster the development of the whole child and a positive campus climate. Our instructional program includes multi-tiered systems of support for all students including English Language Learners, Students with Disabilities, Hispanic and Socially Disadvantaged Students and Foster Youth. Our vision at Villa Park Elementary School is to provide all our students with access to 21st Century Learning in the Core curriculum and beyond and teach them the essential standards that are necessary for their successful next step in the educational continuum, middle school. In addition to these academic goals, we also envision sending our students forward with a sense of who they are and how their actions determine what others think of them.

The mission of VPE is to:

- Promote growth in all academic areas
- Provide a safe and nurturing environment
- Foster school as a place of community
- Encourage responsibility, fairness, trustworthiness, integrity and respect
- Promote tolerance and acceptance

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

Grade Level	Number of Students
Kindergarten	81
Grade 1	92
Grade 2	90
Grade 3	88
Grade 4	80
Grade 5	99
Grade 6	82
Total Enrollment	612

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	12.6
Filipino	1.5
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.2
White	52.1
Two or More Races	3.6
Socioeconomically Disadvantaged	19.8
English Learners	6.7
Students with Disabilities	9.5
Foster Youth	0.3
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	24	24	1122
Without Full Credential	0	0	0	5
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: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019. VPE in addition uses the Sonday System for reading intervention, lexia reading in kindergarten and for intervention students, and iReady math program for all students.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of VPE is important. According to our 2019 FIT report we score an overall "good". A system of on-line work orders provides VPE and all other schools in our district the opportunity to request, repair or replace equipment and facilities in a timely manner. A full time plant manager and a full time night custodian maintain school facilities. The OUSD Maintenance and Operation Department also support our site with major improvements and repairs. Currently we also have an integrated pest management plan monitored by the facilities department which includes weekly inspection of the campus by pest control professionals. Quarterly safety inspections are conducted by the site principal and custodian and are recorded with the district. Our Home and School League works in conjunction with our OUSD facilities department to raise funds for upgrades to the school property that benefit students, such as the re-carpeting and painting all classrooms, and fundraising for a new shade structure. This year, several major repairs and improvements were undertaken through Orange Unified including new bathroom fixtures in 4 bathrooms (toilets, partitions, sinks)

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: 8/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	Room 2: 4.Loose ceiling tile;9.Loose drinking fountain faucet;15.cracked windows
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Rm K1: 9.Loose faucet Room 1: 9.Loose faucet Room 2: 4.Loose ceiling tile;9.Loose drinking fountain faucet;15.cracked windows Room 34: 9. Drinking fountain water pressure too high
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 31: 12.outside stucco wall deteriorated Room 5: 12. outside stucco deteriorated
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 2: 4.Loose ceiling tile;9.Loose drinking fountain faucet;15.cracked windows
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)	81	75	57	57	50	50
Mathematics (grades 3-8 and 11)	69	71	43	44	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	346	340	98.27	1.73	75.29
Male	175	169	96.57	3.43	71.01
Female	171	171	100.00	0.00	79.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	89.13
Filipino	--	--	--	--	--
Hispanic or Latino	95	93	97.89	2.11	66.67
Native Hawaiian or Pacific Islander					
White	180	176	97.78	2.22	74.43

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	59.74
English Learners	46	46	100.00	0.00	65.22
Students with Disabilities	41	41	100.00	0.00	34.15
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	346	340	98.27	1.73	71.47
Male	175	169	96.57	3.43	72.19
Female	171	171	100.00	0.00	70.76
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	93.48
Filipino	--	--	--	--	--
Hispanic or Latino	95	93	97.89	2.11	61.29
Native Hawaiian or Pacific Islander					
White	180	176	97.78	2.22	71.02
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	77	77	100.00	0.00	62.34
English Learners	46	46	100.00	0.00	73.91
Students with Disabilities	41	41	100.00	0.00	51.22
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	15.0	23.0	45.0

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)

The partnership of parents and staff at VPE is exemplary. A large cadre of classroom parent volunteers enhance teachers' ability to provide small group instruction and assistance to students throughout the school day. We have several parent organizations who are actively involved in both programming decisions and fundraising for activities that enrich and support students' experience. These organizations include our Home and School League, Dad's Club, School Site Council, and English Language Learner Advisory Council. All parents are welcome to participate in these groups. The Home and School League and ELAC Committee each provide regular parent meetings that include a parent education component to keep parents up to date on student learning and enhance understanding of how parents can support their students at home. Meeting times for each organization are posted and updated regularly on the calendar at the Villa Park Elementary School website. The Home and School League and Dad's Club also provide many social opportunities such as Family Fun Night, Carnival, and Camp Bobcat so families can get to know each other throughout the school year. Information can be found on our H&SL website: <http://www.vpe-hsl.org/>. The staff annually provides parent education opportunities, which are also posted on the website, related to areas of instructional focus such as science, technology, and behavior management.

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	0.8	0.6	0.0	3.0	2.8	2.6	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)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, update their Safe School Plan. Each school forwards its Safe School Plan to the district through the Student Services Community (SCS) Office. The SCS provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. The school plan was updated and reviewed by the staff and School Site Council in February, 2019. The staff is trained annually at the start of the school year. We continue to revisit and adjust the plan as need.

Providing a safe environment for our students is of paramount concern here at VPE and a comprehensive disaster plan is in effect. In compliance with SB 187, the School Site Council has prepared a Safe School Plan, which is on file in the school office and is available upon request. Villa Park Elementary is continually refining its disaster preparedness throughout the year. Annually, emergency supplies are checked and updated as needed. Fire drills are conducted monthly and earthquake and lockdown drills are conducted quarterly. Drills are practiced in a variety of scenarios such as during lunch or recess, evacuation of buildings after a serious earthquake, and student- parent reunification procedures. Staff are updated annually on evacuation procedures both on and off site. Annual fire inspections by the Fire Marshall verify that regular emergency drills are conducted and evacuation signs are posted. We consult annually with our School Resource Officer who trains staff in procedures for a lockdown or active shooter situation. Health support is available during all school hours and student medications and health needs are a regularly part of our emergency planning. The school maintains an AED in the office and all staff are trained in its use and importance in saving lives.

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	29		3		29		3		27		3	
1	27		3		30		3		31		3	
2	28		3		26		3		30		3	
3	31		3		28		3		29		3	
4	31		3		31		3		27		3	
5	31		3		31		3		33		1	2
6	29		3		32		3		27		3	
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)	2.0
Other	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	\$5194.82	0	\$5194.82	\$82349.24
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-24.1	-1.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-36.4	-0.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

VPE receives categorical funding through the Local Control Funding Formula which is spent to support the needs of English Learners, low income, and foster youth. In 2018-2019 LCFF funds were used to provide planning and training for teachers, provide additional hardware and software to increase student engagement and educational support, before and after school tutoring, and supplemental materials to meet student learning needs. VPE also receives lottery money that is used to provide supplemental digital and non-digital educational resources as well as additional personnel to provide enrichment during lunch time, and parent education and engagement activities. VPE additionally uses iReady funded through categorical funding.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	18

*The curriculum and student needs demonstrated by data determine the major areas of focus for staff development activities. Instructional strategies are linked to content standards and assessment results. The schedule of site selected trainings is determined by the principal in conjunction with the site Instructional Leadership Team. Our district also provides us with regular professional development opportunities determined by district curriculum leaders. For the 2018-2019 school year the major focus at both at the site and district level is increasing small group instruction and engagement in math in order to increase achievement. Professional development ensures that math is integrated with existing initiatives such as Write from the Beginning and AVID are also critical to successful implementation. Teachers were given a partial day to attend another school site implementing math specific strategies. In the 2019-20 school year teachers are given the opportunity to spend partial days visiting other school sites with exemplary AVID and math strategies as they correlate to our school site goals.

* Staff Development activities are ongoing for teachers and are provided in a variety of formats. Modified Wednesdays allow for teachers to receive focused workshops and participate in structure planning time. The district also provides frequent voluntary after school professional development on topics such as integration of technology. Release time is provided at the beginning of the school year for teachers to work with district experts on identifying and planning for the needs of their students, particularly English Learners, low income and foster youth. Teachers are sent to outside conferences when student needs are evident that cannot be met through the site and district offerings. For example in 2018-2019 we will be sending teachers to conferences on social emotional learning. In 2019-20 we sent teachers to training on restorative justice for 2 days.

* Teachers are supported in implementing new instructional strategies through observation and dialogue with the site principal, as well as through planning and coaching opportunities and classrooms support with a variety of district experts. These include a technology coach, an English Language Development Specialist who is available throughout each trimester, and iLead coach for teachers/principal who applied and was awarded the opportunity. .