Lincoln 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	Lincoln Elementary School
Street	1413 E. Broadway
City, State, Zip	Anaheim, CA 92805
Phone Number	(714) 517-8929
Principal	Efrain Paniagua
Email Address	epaniagua@aesd.org
Website	https://anaheimelementary.org/lincoln
County-District-School (CDS) Code	30-66423-6027221

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)

This section provides information about the school, its programs and its goals.
The mission at Lincoln Elementary School is to empower all students to be motivated, engaged, and responsible for their academic achievement. Strong commitment to high expectations, collaboration, and using best practices ensure that all students will learn and meet grade level standards. The Lincoln staff is committed to building and nurturing partnerships with all stakeholders to help every student reach full potential and become contributing members in society.

The school-wide instructional focus has been to move students to think deeply, differentiate in small group instruction, and engage in academic discourse. Teachers continue to participate in professional development opportunities that target the aforementioned focus areas. Teachers have been trained to use Thinking Maps in all areas of the curriculum. Thinking Maps help build critical thinking skills and facilitate how students understand and apply new knowledge. In addition, school-wide designated and integrated English Language Development continues to be a focal point throughout the instructional day.

All teachers are fully credentialed and have obtained CLAD or BCLAD certification, enabling them to provide appropriate instruction to our English Learner (EL) students. EL students receive instruction at their ELD level during a specified period in the day and teachers use SDAIE strategies to support access to the core curriculum.

Lincoln offers a GATE cluster program for identified GATE students in 3rd-6th grade. Lincoln has established a Response to Intervention process that identifies struggling students and provides intervention as early as possible for them. At-risk students are identified and referred to the Student Success Team. Students identified for special education have Individualized Educational Plans and are supported by the Resource Specialist Program and the regular education teacher. Two special day classes provide placement for students with mild-moderate disabilities. Lincoln school also provides a Dual Language Immersion program, Kindergarten through 6th grade. The goal of this program is to develop academic proficiency and literacy in two languages, Spanish and English, while cultivating an understanding and appreciation of diverse cultures. Students in this program receive standards based instruction in both languages with the goal of achieving the Seal of Biliteracy.

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

Grade Level	Number of Students
Kindergarten	167
Grade 1	133
Grade 2	161
Grade 3	160
Grade 4	144
Grade 5	151
Grade 6	114
Total Enrollment	1,030

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	1.1
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.1
White	3.3
Two or More Races	0.3
Socioeconomically Disadvantaged	85.8
English Learners	60.2
Students with Disabilities	10.9
Foster Youth	0.6
Homeless	4.2

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	40	41	40	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: 09/27/2019

Average Percentage of 8 categories evaluated: 98.68% 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	Office B110: Stained ceiling tiles. W.O #23967
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room A118: Drinking fountain has low water pressure. W.O #23966 Room A120: Drinking fountain has low water pressure. W.O #23966 Room A126: Drinking fountain has low water pressure. W.O #23966 Room A127: Drinking fountain has low water pressure. W.O #23966 Room A137: Drinking fountain has low water pressure. W.O #23966 Room C101 & RR: Lower drinking water fountain pressure. W.O #23968 Room C103 & RR: Lower drinking water fountain pressure. W.O #23968 Room C104 & RR: Lower drinking water fountain pressure. W.O #23968 Room A215: Drinking fountain has low water pressure. W.O #23966 Room A223: Drinking fountain has low water pressure. W.O #23966 Room A225: Drinking fountain has low water pressure. W.O #23966 Room A226: Drinking fountain has low water pressure. W.O #23966 Custodian Rm B105: Eye wash station water pressure is low. W.O #24002
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)	17	18	30	34	50	50
Mathematics (grades 3-8 and 11)	17	20	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	572	566	98.95	1.05	18.20
Male	295	291	98.64	1.36	16.84
Female	277	275	99.28	0.72	19.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	528	523	99.05	0.95	16.25
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	13	13	100.00	0.00	53.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	503	497	98.81	1.19	14.08
English Learners	427	425	99.53	0.47	16.00
Students with Disabilities	83	82	98.80	1.20	2.44
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	33	29	87.88	12.12	3.45

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	572	568	99.30	0.70	20.42
Male	295	293	99.32	0.68	21.84
Female	277	275	99.28	0.72	18.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	528	525	99.43	0.57	18.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	61.54
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	503	499	99.20	0.80	17.64
English Learners	427	427	100.00	0.00	17.80
Students with Disabilities	83	82	98.80	1.20	6.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	33	30	90.91	9.09	0.00

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	13.1	10.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents at Lincoln Elementary School have many opportunities to be involved and engaged in their children's education. There are also numerous leadership opportunities for parents. Parents serve on the District GATE Council, the District Bilingual Advisory Council, the District PTA Council, LCAP Committee, DLI parent Steering Committee. Parents have the opportunity to complete the Parent Leadership Institute (PLI) where they learn valuable leadership skills and information about serving as parent leaders. Parents serve on the school site PTA and School Site Council/ELAC. Two parents serve on the Anaheim Pledge Committee for Lincoln. Parents can participate in 'Parents in Action' by taking several parenting workshops and providing structured physical activities for students during lunch recess. Parents have many opportunities to volunteer in the classroom and other school-wide activities and functions. Surveys are conducted annually of all parents to determine their needs for parent education programs. The results of these surveys determine the programs that are held during the day and in the evenings with babysitting provided. Parenting workshops are based on parents' identified needs along with topics that school staff identify. A variety of single topic presentations and series based on the results of this annual parent survey. English as a Second Language classes are available adjacent to the Lincoln campus. Parents are invited to kindergarten orientation each year. A parent newsletter keeps parents and the school community informed of school and district news as well as parent involvement opportunities. Parents are encouraged to participate in Volunteer Wednesdays where they receive training and work on school-wide projects. Parents can also make arrangements with their child's teacher to serve as a classroom volunteer. Our parents are eager to learn and their support enhances the Lincoln learning community in numerous ways.

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	1.2	0.6	1.4	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: 12/14/2018

Lincoln School has developed a disaster plan, a school safety plan, and a school-wide discipline plan to promote school safety for students. Each year, the Lincoln safety committee reviews and updates its comprehensive School Safety Plan and forwards a copy to the District's Risk Management Office who then submits the School Safety Plan to the Board of Education for approval. Before adopting this comprehensive School Safety Plan, the School Safety Committee presents the plan to the School Site Council. The plan covers safety issues relative to school climate and physical environment with goals, objectives, and data analysis.

The school safety plan is a public document and 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	25		7		29		6		24	3	4	
1	25		6		26		6		27		5	
2	28		5		27		5		26		6	
3	25		6		24		6		27		6	
4	26	1	1	2	25		6		26		5	
5	30		4		28		4		27		6	
6	27	1	4		30		4		24	1	4	
Other**	4	1			16	2	1		7	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*	515.0

*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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,629.23	$159.70	$6,469.52	$90,950.04
District	N/A	N/A	$644.56	$90,647.00
Percent Difference - School Site and District	N/A	N/A	163.8	-1.0
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-8.8	9.8

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)

Lincoln 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.