

Hacienda 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	Hacienda Elementary School
Street	19950 Hacienda Blvd.
City, State, Zip	California City, CA 93505
Phone Number	(760) 373-5824
Principal	Shawnee Moore
Email Address	shawneemoore@mojave.k12.ca.us
Website	www.mojave.k12.ca.us
County-District-School (CDS) Code	15-63677-0113837

Entity	Contact Information
District Name	Mojave Unified School District
Phone Number	(661) 824-4001
Superintendent	Aaron Haughton
Email Address	aaronhaughton@mojave.k12.ca.us
Website	www.mojave.k12.ca.us

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

Hacienda Elementary School opened its doors to students August 2007. The building of the school had been approved by the citizens of California City five years earlier when a bond was passed funding the building of a new elementary and high school. The Hacienda Elementary student body was formed by joining together students from two other schools. The fourth and fifth grade students from Robert P. Ulrich Elementary School and the sixth grade students from California City Middle School were removed from their respective school sites to form the student body of Hacienda Elementary School. Along with the students, the fourth and fifth grade teachers from Robert P. Ulrich and the sixth grade teachers from California City Middle School were also joined to become the teaching staff of Hacienda Elementary School. In the 2015-16 school year the district realigned the California City schools due to CCSS and enrollment. Hacienda began serving students 3-5 and the 6th graders were moved to California City Middle School.

The current enrollment at Hacienda Elementary is around 537 students. The site consists of 7-third grade classrooms, 5-fourth grade classrooms, 5- fifth grade classrooms, a 4/5 combination and a 4/5 Gifted and Talented classroom, 1 Intervention classrooms, and two Special Day Classes. In addition Hacienda has a resource specialist.

School Mission

The mission of Hacienda Elementary School is to provide students with the highest quality of education so they may obtain academic excellence in preparation for high school graduation as well as post high school opportunities. We strive to create an individual that possesses the skills to become successful in their future endeavors by being awesome J.E.T.S : Joining together to Encourage taking responsibility and Showing respect and safe actions.

"We will work together with families and the community to encourage students to realize their potential and give them the skills needed to be successful beyond their years at Hacienda. We will create individuals who show respect for themselves and others, and who take responsibility for their learning and the decisions they make; and resolve differences by communicating and working to understand each other's motivations while ensuring fairness."

It is our vision to "provide an environment where students are motivated to reach both their academic and personal goals while engaging in rigorous and creative lessons. Acceptance of others and mutual respect will be displayed at all times. As a staff we will model good character and strive to positively impact the lives of our students. We are dedicated to the belief that all students can and will learn."

To meet the goals set forth by the school, numerous supports have been put into place for the students and staff of Hacienda Elementary School. All students have been provided with curriculum that is aligned with the California Common Core State Standards. The curriculum used is consistent grade level to grade level so that students are provided with information that is presented in a comprehensive, systematic manner. The majority of teachers at the school site have had intensive training in the use of the common core and EDI. Students in grades 3-5 are provided with 2 hours daily of English/language arts instruction and 1 hour daily of mathematic instruction. In addition students receive a minimum of 30 minutes of Response to Intervention (RTI) time in English/language arts and 30 minutes of RTI time in mathematics four times per week. Response to Intervention is used to re-teach students who are struggling in specific skill areas, provide additional practice to those who need it, and enrich students with higher level learning needs. Identified English language learners received an additional 30 minutes of EL support using the State approved Treasures series. Students who qualify for intensive intervention in reading are assigned to the Read 180/System 44 classrooms.

Students who have been identified as Gifted and Talented are offered GATE placement in fourth grade. This placement consists of a self-contained, 4/5 combination class. The GATE teacher uses the California Common Core Standards to guide her instruction while providing the GATE students with the curriculum and instruction strategies to meet their unique learning needs. These students are challenged in a unique learning environment with project based learning. Respect, responsibility, and community service are also an important part of the Hacienda students' educational process. All students are expected to be responsible for themselves and their school site. Students are given planners in which they can plan out their weeks and track their assignments. Community service is stressed to students so that they realize they have a responsibility to others which stretches beyond the school site. The Peer Helper Program has been developed for students who exemplify what being a JET is all about. In order to raise awareness and stress the importance of being kind to others an annual "Walk of Kindness" was added to the Hacienda events calendar.

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

Grade Level	Number of Students
Grade 3	167
Grade 4	186
Grade 5	163
Total Enrollment	516

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	31
American Indian or Alaska Native	0.2
Asian	0.6
Hispanic or Latino	42.1
Native Hawaiian or Pacific Islander	1.4
White	17.8
Two or More Races	7
Socioeconomically Disadvantaged	87
English Learners	16.9
Students with Disabilities	15.9
Foster Youth	1.6
Homeless	5.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	22	20	119
Without Full Credential	1	0	3	18
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: August 2019

All students have access to the state approved, district adopted textbooks and materials. The materials listed below are the most up to date and have been approved by the governing board. Supplemental curriculum is made at the request of the grade level and must be approved by the administration.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students have been provided with the State approved and District adopted Houghton Mifflin Curriculum (Adopted 2017) . No supplemental materials are allowed unless they are California Content Standards based and have been approved by the site administrator. Student who are in the Special Day Class receive their English/language arts instruction through the state approved intervention program Read 180 and System 44 as well as the core curriculum. English Learners receive their English language support through the State approved Read 180 and the Houghton Mifflin Curriculum.	Yes	0%
Mathematics	All students have been provided with the Eureka Math Curriculum (Adopted June, 2019). No supplemental materials are allowed unless they are California Content Standards based and have been approved by the site administrator.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All students have been provided with a State approved and District adopted science curriculum. Students in grade 3- 5 receive their instruction through the Harcourt Brace science program 2000 (Adopted May, 2007)	Yes	0%
History-Social Science	All Students have been provided with the State approved and District adopted social studies program. 3rd--5th Harcourt Brace, 2000 (Adopted May, 2007)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The facilities at Hacienda Elementary School are 10 years old and are in excellent condition. Voters passed an additional bond in February 2008 to complete the school with the addition of the multi-purpose room, and library buildings. Construction of these structures began in the spring of 2008 and was completed prior to the 2009 school year. The facilities are clean, safe, and exemplary as reflected in our Williams Report.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 08/21/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Repairs Needed
Interior: Interior Surfaces	Good	No Repairs Needed
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No Repairs Needed
Electrical: Electrical	Good	No Repairs Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No Repairs Needed
Safety: Fire Safety, Hazardous Materials	Good	No Repairs Needed
Structural: Structural Damage, Roofs	Good	No Repairs Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No Repairs Needed
Overall Rating	Exemplary	

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)	23	25	24	26	50	50
Mathematics (grades 3-8 and 11)	16	18	12	14	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	523	514	98.28	1.72	25.10
Male	292	284	97.26	2.74	22.54
Female	231	230	99.57	0.43	28.26
Black or African American	164	159	96.95	3.05	13.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	224	221	98.66	1.34	30.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	88	98.88	1.12	31.82

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	33	33	100.00	0.00	30.30
Socioeconomically Disadvantaged	454	445	98.02	1.98	22.02
English Learners	92	92	100.00	0.00	18.48
Students with Disabilities	79	78	98.73	1.27	10.26
Students Receiving Migrant Education Services					
Foster Youth	12	12	100.00	0.00	8.33
Homeless	30	29	96.67	3.33	13.79

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	524	516	98.47	1.53	18.41
Male	292	285	97.60	2.40	20.70
Female	232	231	99.57	0.43	15.58
Black or African American	164	160	97.56	2.44	6.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	225	222	98.67	1.33	24.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	89	88	98.88	1.12	25.00
Two or More Races	33	33	100.00	0.00	21.21
Socioeconomically Disadvantaged	455	447	98.24	1.76	14.77
English Learners	93	93	100.00	0.00	15.05
Students with Disabilities	79	79	100.00	0.00	6.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	12	12	100.00	0.00	8.33
Homeless	30	29	96.67	3.33	6.90

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	23.7	19.1	23.7

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)

Hacienda Elementary School provides numerous opportunities for parents and community members to become involved in the school. Volunteers are always welcome to help in the classroom, library, or in other capacities. The Hacienda Parent/Teacher Organization meets monthly and encourages parent participation as the PTO focuses on ways to help the students at the school site. The School Site Council is a group of parents and staff that meet once a month. The Council serves as an over sight committee focusing on student achievement. The Council is instrumental in writing the Single School Site Plan for Student Achievement and monitors student progress along with site funding. The LCAP goals for the district were also used to help with planning. The English Learners Advisory Council meets 5 times a times a year. This Council is comprised of Hacienda parents who give input into the English Learners program. The district parent involvement committee was formed and parents from each of the schools volunteered their time to design and form the committee and by laws.

The Back to School event and Open House provide families the opportunities to meet teachers, learn about classroom/school expectations, along with the opportunity to learn more about the school site. Each year a set time period is given by the District for formal parent/teacher conferences. Throughout the year families are encouraged to communicate with their student's teachers concerning the educational process. Parents are encouraged to sign up for Parent Portal, an online feature which allows the parents access to real data such as assignments and their status of completion. Parents are also encouraged to sign up for "Class Dojo" which allows for direct communication between parents/ guardians and classroom teachers. The school also uses other means, such as Facebook, Class Dojo, In-Touch phone message system, the school's website, and flyers in order to keep parents up-to-date and involved.

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	13.7	5.2	4.2	12.5	8.1	5.8	3.6	3.5	3.5
Expulsions	0.3	0.2	0.0	0.7	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The school site is fully fenced and all gates are kept locked during the school day. Visitors to the school site must check in through the main office and obtain a visitors pass before going on to the school site. While on campus all visitors are escorted by a staff member. Volunteers are required to be approved by the site administrator and the governing board in order to participate in activities with students. Teachers, administration, and yard supervisors provide student monitoring before and after school along with recesses and lunches. The full plan was last reviewed in the 2019 school year. It contains plans for all types of emergency scenarios, outlining the procedures step-by-step for each scenario and outlining the assigned roles that staff members are expected to fulfill in the case of an emergency.

The plan includes procedures for earth quakes, fires, natural disasters, chemical spills, intruders on campus, windstorms, and the emergency evacuation of the school.

It also includes parent pick-up procedures, procedures and contact information for receiving city assistance, and general contact information for emergency support services.

The plan is shared with the city's police and fire departments and is discussed with the School Site Council and staff. Students are familiarized with the contents of the plan by way of drills that are scheduled throughout the year.

The responsibility of each staff member is reviewed at the beginning of the school year, as well as the procedures for major disasters, intruders, and fire. Qualifications and necessary certificates (such as first aid) are also reviewed on an annual basis.

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+
3	28		36		26		42		26		24	
4	25	3	28		26	2	29		24	6	19	
5	24	15	39		26	9	33		22	17	15	6
Other**					14	6			9	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*	.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)	

*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	\$5,904.09	\$1,419.23	\$4,484.86	\$67,640.98
District	N/A	N/A	\$5,554.17	\$74,367.00
Percent Difference - School Site and District	N/A	N/A	-21.3	-9.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-50.4	-7.6

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)

Hacienda has several programs available to students and staff. A six hour library para professional and instructional aides Title 1 funding. One Resource Teacher is provided through Special Education funding. Two Special Day Classes are also funded through Special Education and services special education students whose needs are better met in a smaller classroom environment. Our intervention teachers provide full language arts and math classes to those students reading more than 2 years below grade level. One of these teachers is supported through Title 1 and the other general fund. Students have the availability to use the food service program which offers free breakfast and lunch on site.

Title I funds are used for materials and supplies that are used to teach the core curriculum. In addition, Title I funds the following positions:

- 1 Full Time RSP teacher
- 1 Full Time Intervention Teachers
- 1 6 hour Library Para
- 3 Instructional Para Professionals

Unrestricted Funds: These monies took several state funds and grouped them together to give schools more flexibility. These monies are used to purchase curriculum materials, replace furniture, replace or supplement technology, and provide professional development for the Hacienda staff.

Purchase the materials necessary to complete the reading/language arts reading series.

Title II and the Low Performing Students Block Grant provide training and professional development to the staff. An onsite Technology Support Teacher is also funded through these sources.

State Lottery:

Money generated through State lottery funds were used for new site technology as well as maintaining existing technology.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,499	\$46,208
Mid-Range Teacher Salary	\$71,383	\$72,218
Highest Teacher Salary	\$98,516	\$92,742
Average Principal Salary (Elementary)	\$111,295	\$134,864
Average Principal Salary (Middle)	\$97,704	\$118,220
Average Principal Salary (High)	\$124,099	\$127,356
Superintendent Salary	\$191,003	\$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The focus for staff development for Hacienda is increasing student achievement in the areas of reading and mathematics and decreasing negative student behaviors and chronic absenteeism. Through training in cultural diversity, trauma informed practices, and also on the newly adopted ELA and Mathematics curriculum. All of these workshops were provided made available within the district. Teachers at the site were also given training in Time to Teach. This program provides school wide best practices and procedures. Time to Teach provides students with behavior reflection and restorative practices. Surveys are taken each year by the district to determine areas of interest for staff development. Opportunities were also given for teachers and other staff to participate in conferences that would be beneficial to the entire site. Those who participated shared their knowledge and experience at PLC's throughout the year.