

# Ross 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	Ross Elementary School
Street	535 S. Walnut Street
City, State, Zip	Anaheim, CA 92802
Phone Number	(714) 517-8956
Principal	Trisha Graper
Email Address	tgraper@aesd.org
Website	<a href="https://anaheimelementary.org/ross/">https://anaheimelementary.org/ross/</a>
County-District-School (CDS) Code	30-66423-6027270

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

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

Betsy Ross Elementary School nurtures diverse 21st century learners by providing an environment for students to think critically, create, collaborate, and communicate in a rapidly changing world. We involve all stakeholders in the process of providing a rigorous education that incorporates core academics and the principles of STEAM. We empower students to become productive citizens who exemplify compassion, perseverance, and innovation for lifelong learning.

Our vision at Betsy Ross Elementary School is to nurture strong relationships with students, parents and the community, in preparation for a rapidly changing world. We inspire students to think critically with a global perspective and to respect the core values of honesty, loyalty, perseverance, and compassion.

Betsy Ross is one of 23 elementary schools in the Anaheim Elementary School District. Located in the heart of the city, the boundaries include older-middle and low-income housing. Approximately 750 children come from up to three miles away while 275 others are able to walk to school from the nearby neighborhood.

Teachers set high academic goals, plan lessons that result in quality learning experiences, work continuously and collaboratively to improve instruction, and regularly evaluate student learning outcomes. Our emphasis is on standards-based direct instruction, focusing on language arts, mathematics and English language development. Social science, science, art, and other disciplines are also taught and integrated into the daily instructional program. Our instructional program includes the use of Mystery Science, Thinking Maps, ST Math, Accelerated Reader, STAR Math and STAR Reading, Academic Discourse, Digital Citizenship, and Standards for Mathematical Practice.

Staff at Betsy Ross, believe in a continuous cycle of improvement and ongoing staff development is our norm. Teachers receive ongoing staff development in English learner strategies, direct instruction, Common Core State Standards implementation, data analysis, intervention and differentiation strategies, technology, mathematics and reading strategies. Staff is dedicated to working as a Professional Learning Community. Through this work, teachers at Betsy Ross collaborate as a Professional Learning Community to examine student work samples and assessment data, make instructional decisions, and exchange ideas and strategies to improve student learning outcomes.

Additionally, the school participates in many supplementary educational activities such as environmental field trips, Arts Attack program, Readers Showcase, MakerSpace, Buildologie, Codologie Scratch Club, Ross Running Club and Music. Community opportunities for participation include Learning Links, the Peer Assistance Leadership (PAL) program and service events coordinated by K-Kids, a Kiwanis service learning club.

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

Grade Level	Number of Students
Kindergarten	174
Grade 1	142
Grade 2	141
Grade 3	120
Grade 4	133
Grade 5	137
Grade 6	128
Total Enrollment	975

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

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	4.4
Filipino	1
Hispanic or Latino	84
Native Hawaiian or Pacific Islander	0.5
White	4.7
Two or More Races	1.2
Socioeconomically Disadvantaged	86.8
English Learners	51.7
Students with Disabilities	14.8
Foster Youth	0.4
Homeless	8.2

**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	44	49	50	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: 09/30/2019

Average Percentage of 8 categories evaluated: 99.22% Overall rating: EXEMPLARY

**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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	MPR: Ceiling tiles behind stage are stained. W.O #23947
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	MPR RR: Women RR hand dryer is inoperable. W.O #23948
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room 22: Drinking fountain water pressure is too high. W.O #23945 Boys' RR by Lunch Area: Urinal has a leak when it flushes. W.O #23946 Custodian Rm by Fire Hydrant: Eye wash station is inoperable. W.O #23949
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	27	33	30	34	50	50
<b>Mathematics (grades 3-8 and 11)</b>	19	22	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
<b>All Students</b>	510	503	98.63	1.37	32.60
<b>Male</b>	258	255	98.84	1.16	29.80
<b>Female</b>	252	248	98.41	1.59	35.48
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	12	10	83.33	16.67	90.00
Filipino	--	--	--	--	--
Hispanic or Latino	440	438	99.55	0.45	30.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	26	23	88.46	11.54	34.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	467	462	98.93	1.07	30.30
English Learners	382	378	98.95	1.05	30.95
Students with Disabilities	58	57	98.28	1.72	15.79
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	61	61	100.00	0.00	16.39

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	512	509	99.41	0.59	21.81
Male	259	259	100.00	0.00	25.48
Female	253	250	98.81	1.19	18.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Filipino	--	--	--	--	--
Hispanic or Latino	442	441	99.77	0.23	19.95
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	26	24	92.31	7.69	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	469	467	99.57	0.43	19.06
English Learners	382	382	100.00	0.00	20.16
Students with Disabilities	59	58	98.31	1.69	12.07
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	62	62	100.00	0.00	12.90

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	16.0	26.7	15.3

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)

Betsy Ross has numerous opportunities for parental involvement. To successfully educate children, we know parental partnership is critical. Our parents participate in selecting the topics for parenting classes throughout the year. The topics include, college readiness, reading and math, kindergarten orientation, domestic violence, computers and technology, health and nutrition, positive discipline, learning disabilities, and internet safety among others. Parents participate regularly on our School Site Council and are active in the PTA and in Padres en Accion. Our parents also represent us at the District GATE Council, the District English Language Advisory Council and the District PTA Council. We have parent leaders who are certified through the Parent Leadership Institute and help train parents across the district.

### 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	0.6	0.0	0.2	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: 08/21/2019

Each year, Betsy Ross 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 our comprehensive School Safety Plan, the School Safety Committee holds a public meeting at the school site for input regarding the School Safety Plan. The Safety Plan covers two critical components:

1. People and Programs/ School Climate
2. Physical Environment

Staff, parents, and students at Betsy Ross work together to build a safe, secure and respectful environment for all students. The primary focus at Betsy Ross School is to provide a safe, secure, nurturing and respectful learning environment for all students. Ross participates in the PBIS (Positive Behavioral Interventions and Support) Program. At the beginning of each school year teachers and their students tour all the stations around campus to make certain students are familiar with the expectations set by the Betsy Ross Code of Behavior. Throughout the school, as students model and practice the codes of behavior they receive Beep, Beep Bucks from Ross Staff (teachers, Special Ed IAs, NYS, librarian, custodians, bus drivers). Students accumulate their Beep, Beep Bucks and can either purchase items from their classroom "store" or save up to participate in a school wide PBIS events each trimester.

The school safety plan is a public document and will be readily available for inspection at the school site and at the district office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	3	5		21	3	5		20	3	6	
1	27		4		29		4		26		5	
2	26	1	4		26		4		23	2	4	
3	28		4		24	1	4		21	1	5	
4	27	1	3	1	29		4		26		5	
5	24	1	4		21	1	5		27		5	
6	20	2	4	1	24	1	4		27	1	4	
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*	325.0

\*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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.0
Other	2.0

\*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	\$7,046.46	\$169.38	\$6,877.09	\$91,323.27
District	N/A	N/A	\$644.56	\$90,647.00
Percent Difference - School Site and District	N/A	N/A	165.7	-1.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-6.1	9.0

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)

Ross 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 e<sup>2</sup>STEAM-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.