

# **Benito Juarez 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Benito Juarez Elementary School
<b>Street</b>	841 S. Sunkist Street
<b>City, State, Zip</b>	Anaheim, CA 92806
<b>Phone Number</b>	(714) 517-8923
<b>Principal</b>	Cecilia Roman
<b>Email Address</b>	croman@aesd.org
<b>Website</b>	<a href="https://anaheimelementary.org/juarez/">https://anaheimelementary.org/juarez/</a>
<b>County-District-School (CDS) Code</b>	30-66423-6027254

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)

Benito Juarez Elementary School was founded in 1965. It was named after the famous Mexican revolutionary and president considered by many to be the “Founder of Modern Mexico.”

Benito Juarez Elementary School is a team oriented learning community where staff, students, and parents work together to provide a safe and accepting learning environment that focuses on acquiring future ready skills; while at the same time fostering an appreciation for the diversity that exists in today's global society.

Students at Juarez are provided with real-life learning experiences focused on STEAM education and the development of Global Competencies. Daily teaching and learning is centered on providing students with a balanced education that includes a focus on access and achievement of common core language arts standards, mathematical standards, NGSS standards, coding and digital literacy, music, arts, and engineering projects. Additionally, Juarez School prepares students for world citizenship by providing ongoing opportunities to acquire an in depth knowledge and understanding of international issues, an appreciation of and the ability to learn and work with people from diverse linguistic and cultural backgrounds.

To ensure the success of our students we:

- Provide a safe, risk-free environment for all students
- Observe student performance and analyze data to measure success and to plan differentiated instruction
- Work with peers, administration, students and parents to establish S.M.A.R.T.goals for student achievement
- Collaborate with peers and administration
- Implement research-based teaching practices
- Use multiple resources to support the needs of the school community
- We stay focused on teaching standards

The vision of Benito Juarez School is shared responsibility for student achievement. The school community has approved the Juarez School Plan for Student Achievement (SPSA) which outlines the plan to raise the academic performance of all students. Based on an analysis of student data and program components, school goals and objectives have been identified. These goals specify student groups and grade levels; in addition, a means of evaluating the progress towards each goal is established. Significant elements required in the plan are scientifically based teaching strategies, professional development, extended learning, and parent involvement.

In addition to the regular core curriculum, our English language learners are given English Language Development (ELD) based upon their ELPAC scores with the goal of English proficiency for all students. Students are grouped in all grades based on their level of English fluency with language instruction being given at their appropriate instructional level.

As a result of the ongoing process of data analysis, teachers identify students who are working below grade level and in need of additional assistance. This data is presented by the classroom teacher to the site's Student Success Team(SST). Parents and staff meet to discuss the academic and/or behavioral needs of each student referred. Appropriate intervention strategies are identified, discussed, and then implemented into the students' core program. Students are frequently referred to the Learning Lodge for additional intervention. This literacy intervention program is taught by a Teacher on Special Assignment (TOSA) during the regular instructional day for students in grades K-6. Math intervention is also provided to at-risk students based on need and as funding allows. The Resource Specialist Program serves students in grades Kinder - 6th with specific learning disabilities whose Individual Education Plans require placement in a special education program. Students attending this program spend most of their day in a regular education classroom. The time and type of support is dependent on the individual needs of each student.

As funding permits, additional intervention programs are provided for all students K-6 after school.

Juarez school provides Gifted And Talented Education (GATE) within a GATE cluster classroom in both English Mainstream classrooms and our Dual Language Immersion classrooms. Students are placed in a GATE program based on district's criteria for GATE placement. All GATE identified students are provided with differentiated instruction to meet the goals of their individual GATE plan.

Juarez school proud to provide an outstanding Dual Language Immersion program. The program opened its doors during the 2010-2011 school year welcoming its first 60 students. It has now grown to service half of the school's student population from TK 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 receiving the Pathway to Biliteracy Award. This pathway is the first step toward achieving their Seal of Biliteracy when they graduate from high school.

Benito Juarez is proud to have the Anaheim Achieves program on site. This program serves students Monday through Friday from dismissal until 6:00 p.m. It is funded through a grant in a collaborative partnership between the Anaheim Elementary School District, the City of Anaheim, and the YMCA. Students are able to receive help with their homework and participate in various extra curricular activities while building character development.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	137
<b>Grade 1</b>	110
<b>Grade 2</b>	121
<b>Grade 3</b>	104
<b>Grade 4</b>	121
<b>Grade 5</b>	139
<b>Grade 6</b>	109
<b>Total Enrollment</b>	841

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	4.4
Filipino	1.2
Hispanic or Latino	81.7
Native Hawaiian or Pacific Islander	0.2
White	9
Two or More Races	0.8
Socioeconomically Disadvantaged	68.6
English Learners	41
Students with Disabilities	9.8
Foster Youth	0.5
Homeless	2.1

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	32	33	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: 09/23/2019

Average Percentage of 8 categories evaluated: 86.42% Overall rating: FAIR

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	Room 23: Stained ceiling tiles. W.O #23864 Room 20: Stained ceiling tiles. W.O #23864
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Anaheim Achieves Office: No Fire Extinguisher Room 26: Fire Extinguisher needs to be hung Room 21: EXIT sign on the floor needs to be hung. W.O #23866 Electrical Room in Breezeway: No Fire Extinguisher
<b>Structural:</b> Structural Damage, Roofs	Poor	Room 26: Ramp severely damaged(safety). W.O #23865
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kitchen: Doors need painting. W.O #23863
<b>Overall Rating</b>	Fair	

## 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)	37	43	30	34	50	50
Mathematics (grades 3-8 and 11)	31	33	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	465	461	99.14	0.86	42.70
Male	242	239	98.76	1.24	43.70
Female	223	222	99.55	0.45	41.63
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	31	100.00	0.00	80.65
Filipino	--	--	--	--	--
Hispanic or Latino	369	367	99.46	0.54	37.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	326	322	98.77	1.23	33.44
English Learners	252	251	99.60	0.40	35.20
Students with Disabilities	55	55	100.00	0.00	16.36
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	27.78

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	465	461	99.14	0.86	32.97
Male	242	240	99.17	0.83	41.25
Female	223	221	99.10	0.90	23.98
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	31	100.00	0.00	83.87
Filipino	--	--	--	--	--
Hispanic or Latino	369	367	99.46	0.54	27.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	38.10
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	326	322	98.77	1.23	26.40
English Learners	252	251	99.60	0.40	28.29
Students with Disabilities	55	55	100.00	0.00	14.55
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	16.67

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	17.8	20.0	20.7

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)

Parents have many opportunities to involve themselves with Benito Juarez School. Parents serve as daily volunteers in the classroom as well as the Parent Center. Parents are encouraged to take part in the collaborative decision process by participating in the school's School Site Council Committee and PTA. Both of these committees meet on a monthly basis to support the school's vision for student achievement. Additional parental involvement opportunities are scheduled throughout they year and include events such as World Family Friday, Lunch with a Loved One, Coffee Chats with the Principal, and other special events. These events are facilitated by the Juarez Family And Community Engagement Specialist (FACES) who is available to support families in their quest to support student achievement and engagement. The pride that the community and staff take in the school is evident and has a positive effect on how students view their school experience.

### 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	0.4	0.0	0.0	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: 11/19/2019

Each year Juarez School reviews and updates its comprehensive School Plan. This plan is revised annually and reviewed by the School Site Council and the School Safety Committee. Public input is solicited for the revision of the School Safety Plan. The plan consists of two main components that address three elements. The first component, People and Programs, discusses strategies and programs that aim to improve the learning environment to ensure a caring and connected school climate. This includes affiliation and bonding, where those who enter the school feel a sense of belonging and respect. The second component, Physical Environment, addresses the physical safety of all students and staff members. Procedures and routines for maintaining an orderly and safe environment are discussed within this component.

The School Safety Plan is a public document and is 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	27		4		25	1	3		27		5	
1	24	1	3		29		4		27		4	
2	29		4		25		4		23	3	2	
3	30		4		25	1	4		25		4	
4	28		4		27		5		26	1	4	
5	25	2	3		27		4		28		5	
6	31		3		25	2	3		28		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*	841.0

\*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.7

\*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	\$6,283.96	\$132.26	\$6,151.70	\$87,237.60
District	N/A	N/A	\$644.56	\$90,647.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	162.1	-3.2
<b>State</b>	N/A	N/A	\$7,506.64	\$82,663.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-14.4	7.5

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

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

## Types of Services Funded (Fiscal Year 2018-19)

Juarez 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
<b>Beginning Teacher Salary</b>	\$54,963	\$45,741
<b>Mid-Range Teacher Salary</b>	\$90,327	\$81,840
<b>Highest Teacher Salary</b>	\$108,168	\$102,065
<b>Average Principal Salary (Elementary)</b>	\$140,100	\$129,221
<b>Average Principal Salary (Middle)</b>	\$0	\$132,874
<b>Average Principal Salary (High)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$281,801	\$224,581
<b>Percent of Budget for Teacher Salaries</b>	34%	36%
<b>Percent of Budget for Administrative Salaries</b>	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.