

ART HAYCOX 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	ART HAYCOX ELEMENTARY SCHOOL
Street	5400 Perkins Road
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3578
Principal	Mrs. Julianne Peña
Email Address	jpena@hueneme.org
Website	http://haycox.hueneme.org
County-District-School (CDS) Code	56-72462-6055024

Entity	Contact Information
District Name	HUENEME ELEMENTARY SCHOOL DISTRICT
Phone Number	(805) 488-3588
Superintendent	Dr. Christine Walker
Email Address	cwalker@hueneme.org
Website	www.hueneme.org

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

Haycox School is a multi-ethnic site serving a diverse population of approximately 960 students. We qualify for Schoolwide Title I funding through the Consolidated Application, with a significant amount of low-income students as determined by returned applications for free and reduced lunch. Eighty seven percent of Haycox students are English learners, while a significant number of students qualify for Migrant Education services. The school supports Special Education services as well as programs for Gifted and Talented (GATE) students. Haycox School receives categorical funding to support the learning of these students. In addition to a rigorous curriculum of daily instruction, all special needs, at-risk or academically deficient students receive supplemental instruction from certificated and classified personnel during and after school, as well as on select Saturdays.

The school is located in the southwest corner of the city of Oxnard and is one of eleven schools in the Hueneme Elementary School District, a K-8 district comprised of nine elementary and two junior high schools. The Haycox community is predominantly Hispanic, with a majority of the families living in the multiple family dwellings spread throughout the school attendance boundaries. A large number of families work in the area's abundant agricultural businesses. Historically, Haycox has been a high poverty school with a high percentage of transiency among its students. Spanish is the primary language for most of Haycox School's English language learners, but there is a growing population of students who enter speaking only Mixteco or a combination of Mixteco and some Spanish. The staff and students are supported by the services of Mixteco interpreters.

Haycox School is a transitional kindergarten through fifth grade school. All TK and Kindergarten classes are on the extended day schedule. The primary grades concentrate on teaching core subjects using the California Common Core State Standards. The upper grades concentrate on further developing skills the students have learned and emphasize application of skills across the curriculum. Remediation and enrichment are provided as needed. Instruction in English language development is given to every student on a daily basis. Daily instructional schedules are designed to maximize learning time for students. Classroom one to one devices are available in all grades two through five, with a classroom set of 10 iPads in Kinder and first grade. Additional STEM technology is available at each grade level with a school wide STEM program planned to support the development of student skills at each grade level.

Haycox is an AVID (Advancement Via Individual Determination) certified elementary school with AVID strategies being implemented in all 5th grade classrooms and the program is developing further in some 3rd and 4th grade classrooms.

Our mission is to inspire our students to explore, dream big, and develop social and civic responsibility through a balanced learning program. They will Thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive community. We will Empower our students by teaching them critical thinking skills through a rigorous academic experience in a digitally-rich environment.

We are a passionate and resilient community united by high expectations and serving all students.

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

Grade Level	Number of Students
Kindergarten	175
Grade 1	170
Grade 2	181
Grade 3	178
Grade 4	159
Grade 5	135
Total Enrollment	998

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
American Indian or Alaska Native	0.6
Asian	0.1
Filipino	0.6
Hispanic or Latino	81.8
White	16.8
Socioeconomically Disadvantaged	98.5
English Learners	88.1
Students with Disabilities	8
Foster Youth	0.2
Homeless	0.2

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	45	45	42	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2018

Textbooks and instructional materials were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) for grades K-8 and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Materials are available to 100% of our pupils. Zero percent (0%) of pupils in this district lack their own assigned textbooks and instructional materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 McGraw-Hill School Education, Reading Wonders, 2017 6-8 Houghton Mifflin Harcourt, California Collections, 2017	Yes	0
Mathematics	K-5 enVisionMATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, Science, 2007 6-8 McDougal Littell, Focus on Earth Science; Focus on Life Science; Focus on Physical Science; 2007	Yes	0
History-Social Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 Teachers Curriculum Institute (TCI), History Alive!, 2017	Yes	0
Visual and Performing Arts	Pearson Scott Foresman, Scott Foresman Art, California Edition, 2004 Pearson Scott Foresman, Silver Burdett Making Music, California Edition, 2008	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Safety, cleanliness and adequacy of school facilities are ongoing commitments at Haycox. The school facilities are used for multiple community programs on a continuous basis. A collaborative effort between programs and school staff has ensured an ongoing improvement of and best use of space.

Suitability and condition of restrooms, floors, walls, roof, plumbing and electrical systems is regularly monitored. The facility includes, as part of the learning environment, lighting, heating, cooling and noise negotiation. Efforts to keep buildings and grounds free of litter and graffiti are addressed daily. Haycox places great importance on the need to ensure that buildings, grounds and playground equipment are in good repair, attractive, and safe for students and staff. Electrical and plumbing systems, floors, walls and the roof are all in good condition.

Administration and custodians constantly monitor the buildings and grounds. Together, school and district personnel work to ensure that the facility is maintained in a manner that ensures it is clean, safe and functional as determined pursuant to an interim evaluation instrument developed by the State of California Office of Public School Construction.

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: 08/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	13	15	28	29	50	50
Mathematics (grades 3-8 and 11)	10	9	18	18	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	479	465	97.08	2.92	15.05
Male	231	224	96.97	3.03	14.73
Female	248	241	97.18	2.82	15.35
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	333	319	95.80	4.20	15.99
Native Hawaiian or Pacific Islander					
White	139	139	100.00	0.00	12.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	471	457	97.03	2.97	14.88
English Learners	455	441	96.92	3.08	14.06
Students with Disabilities	50	50	100.00	0.00	2.00
Students Receiving Migrant Education Services	26	22	84.62	15.38	9.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	478	475	99.37	0.63	9.26
Male	230	229	99.57	0.43	12.66
Female	248	246	99.19	0.81	6.10
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	332	329	99.10	0.90	8.51
Native Hawaiian or Pacific Islander					
White	139	139	100.00	0.00	10.07
Two or More Races					
Socioeconomically Disadvantaged	470	467	99.36	0.64	9.21
English Learners	454	451	99.34	0.66	8.87
Students with Disabilities	50	50	100.00	0.00	2.00
Students Receiving Migrant Education Services	26	26	100.00	0.00	3.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.1	23.4	7.1

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 are an integral component to student learning and Haycox encourages parent involvement. Written notes are sent to parents to inform them about school events in both English and Spanish. Parents are notified through the automated SMS text and voice message communication system for events, reminders and general information in English, Spanish and Mixteco. A monthly newsletter and calendar are accessible on the school website, as well as sent home to the students highlighting special events in the upcoming month. We have parent volunteers in the classroom. Field trips always include parent participation. Often, there is standing room only at our back-to-school night and spring open house. Trimester assemblies recognize exemplary student behavior, academic proficiency, and improvement, and parents are invited to attend assemblies to watch their children being recognized. During the school day a Mixteco translator is at Haycox to assist parents. Parent conferences are held twice a year.

Triple P (Positive Parenting Program) classes are provided at Haycox School by our school counselors and Migrant parent meetings are also held at Haycox. Workshops and programs put on by teachers, administration, and organizations prepare parents to assist their children toward academic success. Numerous other parent education sessions are conducted throughout the year, featuring such topics as school expectations, transitioning to junior high, homework support, reading support, nutrition, drug and gang awareness, family resilience, neighborhood safety and community resources. This year a family academy had been established to include Game Night, Literacy Night, Math Night, and STEAM Night. The intention of these events is to involve parents and students in activities which are academic and fun, further enhancing parents confidence and willingness to become involved in their children's academic success.

Haycox has an elected School Site Council and English Language Advisory Committee that meets approximately six times each school year to discuss school programs and budget. Haycox is represented on the District Advisory Committee, the District English Learner Advisory Committee, and the Gifted & Talented Education (GATE) Committee. Any parent who would like to become involved with Haycox School can speak to their child's teacher or call the office at (805) 488-3578 to speak to the Principal, Julianne Peña, or one of the Assistant Principals, Evelyn Jimenez or Dustin Friedman.

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	0.5	0.5	0.1	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Haycox School Safety Plan is updated annually and was approved by the School Site Council and by the English Language Advisory Committee. It includes fire and earthquake drills, as well as evacuation and lock-down procedures. In the event of an emergency, staff members are briefed with specific duties and reporting locations. The plan was presented to the leadership and reviewed with staff.

Last summer the administrative offices were remodeled and the primary entrance to the school was updated to increase safety and security for students and staff. A new anti-climb fence has been installed around the perimeter of the school. Also, in order to improve safety for children on the playground, we have established a school-wide program creating specific areas for play activities separate from walking and resting areas. This has helped to create a more calm atmosphere and a safer playground.

Safety matters are regularly discussed with Leadership and with the staff in order to review procedures and confirm understanding of expectations. For further security, all staff wear Haycox identification cards. All visitors are required to sign in at the office and wear a visitor badge while on campus. Parents must sign students out if they are picked up early from school. Only individuals listed on the student's emergency card, with proper identification are allowed to pick up students. Teachers release students after school to known members of the family or babysitters as long as parents have provided authorization on the school emergency card. Students enter and leave the campus through only two exits, for safety reasons, with a staff member monitoring the transition at the beginning and end of the school day. All employees are asked to question or report anyone on campus who is not displaying proper identification.

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	46		1	4	40		1	4	35		2	3
1	24		8		24		8		21		8	
2	24		6		22		8		23		8	
3	29		5	1	22	1	6		25		7	
4	40		3	1	29		5		27		6	
5	30		6		26		6		27		5	
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*	499.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	4.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,731	\$1,622	\$9,109	\$109,744
District	N/A	N/A	\$8,797	\$92,783.00
Percent Difference - School Site and District	N/A	N/A	3.5	16.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	19.3	28.1

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

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

Types of Services Funded (Fiscal Year 2018-19)

In the 2018-19 school year, the Hueneme Elementary School District spent an average of \$10,772 to educate each student, excluding food services:

- Title I: Funds are allocated to serve economically disadvantaged students.
- Title II: Provides funding for preparing, training and recruiting high quality teachers and principals.
- Title III: Provides funding for supplemental services for English Language Learners, their teachers and parents.
- Special Education: Provides funding to meet the unique needs of individuals with disabilities.
- After School Education & Safety (ASES): Funding is provided to implement recreation, academic, and enrichment programs after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,260	\$45,741
Mid-Range Teacher Salary	\$84,265	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$110,583	\$102,065
Average Principal Salary (Elementary)	\$129,087	\$129,221
Average Principal Salary (Middle)	\$138,051	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$213,278	\$224,581
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	6%	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			

Administrators, teachers and paraprofessionals participate in professional development focused on the California Common Core State Standards in order to improve their skills in teaching and assessment of student learning. The primary focus areas are instruction of grade-level content standards, intervention strategies for students who have not mastered standards, and assessment of student progress.

The primary area of focus for the most recent three-year period was:

- English Language Arts
- English Language Development
- Writing
- Mathematics
- C.H.A.M.P.S. Program (Conversation, Help, Activity, Movement, Participation, Successful Students)

In addition, this year all Haycox teachers have participated in Foundational Skills professional development to support students' acquisition of reading skills across all grade levels. We have also enhanced training in the area of Social Emotional Learning.

Professional development is offered during the teaching day, on three student-free staff development days, during summer institutes, after school, and on weekends. Substitute teachers are provided and the negotiated hourly rate is offered for attendance.

During the school year, teachers are supported by classroom observations, staff meetings, and grade-level/content area collaboration. Professional learning agendas are based on student achievement data and teacher input. In reading/language arts and mathematics, student performance data is ongoing and evaluated using a common assessment. A Student Progress Report aligned to the California Common Core State Standards is sent to parents at the end of each trimester.