

Joshua Circle 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	Joshua Circle Elementary School
Street	10140 8th Street
City, State, Zip	Hesperia, CA 92345
Phone Number	(760) 244-6133
Principal	James Elgan
Email Address	james.elgan@hesperiausd.org
Website	joshuacircleelementary.org
County-District-School (CDS) Code	36-75044-6035943

Entity	Contact Information
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David Olney
Email Address	david.olney@hesperiausd.org
Website	www.hesperiausd.org

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

It is the vision of the Joshua Circle Staff that we remain committed to empowering parents and community members to be educational partners in order to educate our students for their future success in the 21st Century. We are dedicated to effective and meaningful collaboration within our grade levels teams, school site teams, and with the support of district partnerships to create and establish high yield instructional practices to support our students achievement in both academic and social/emotional learning.

Mission: Promoting Higher Achievement through Critical Thinking, Collaboration, Communication, Creativity and Innovation.

Vision: Joshua Circle Elementary School, along with our parent and community partners, encourages students to be responsible and caring members of our community through meaningful and innovative educational programs. Our programs emphasize technology, real world problem solving, and application that prepares students for the 21st Century.

Focus: All students will read to understand in order to critically analyze information.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	100
Grade 2	98
Grade 3	97
Grade 4	85
Grade 5	94
Grade 6	98
Total Enrollment	667

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.3
Asian	0.6
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	0.3
White	10.5
Two or More Races	0.1
Socioeconomically Disadvantaged	79.8
English Learners	34.5
Students with Disabilities	8.2
Foster Youth	0.6
Homeless	2.7

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	29	28	28	945
Without Full Credential	1	3	1	39
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
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: October, 2018

*Materials not approved by the State Board of Education were determined to be standards-aligned and to best meet the needs of the students by the district's local adoption process

**HUSD is in the middle of a Science adoption but these textbooks are from former state adoption

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - Heinemann - Founta & Pinnell Classroom - *No 2017 - Cengage Learning - Reach for Reading National Geographic (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%
Mathematics	2016 - Pearson Education - Investigations 3 in Number, Data, and Space - *No 2016 - CollegeBoard - SpringBoard Math (Yes) 2012 - Houghton Mifflin Harcourt: Splash into Pre-K (Yes)		0%
Science	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (Yes)		0%
History-Social Science	2012 - Houghton Mifflin Harcourt: Splash into Pre-K - TK (Yes) 2019 - Teacher Created Materials - Exploring Social Studies California K-5 - *No 2019 - McGraw Hill - Impact California World History & Geography: Ancient Civilizations - 6 (yes)		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Joshua Circle Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school facilities were built in 1956/1957; ongoing maintenance and modernization projects ensure the campus remains safe and in good working condition and provides adequate space for students and staff.

CAMPUS DESCRIPTION

Year Built - 1956/1957

Acreage - 10 ac

Square Footage - 46,596 sf

Number of Permanent Classrooms - 14

Number of Portable Classrooms - 18

Number of Restrooms (student use) - 5 sets

Innovation Lab - 1

Library - 1

Cafeteria/Multipurpose Room - 1

Health Office - 1

Staff Work room/Lounge - 1

According to the Williams Visit on 9/06/19, there were no "extreme deficiencies". There were 4 "good repair deficiencies" observed, which included:

5: Sink/fountain not working properly

8: Sink/fountain not working properly (remedied 9/6/19)

2: Sink/fountain not working properly (remedied 9/6/19)

Grounds: Significant holes and deterioration- trip hazard

WILLIAMS' VISIT FINDINGS

Visit Date: September 6, 2019

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. Below are the findings from the most recent visit including information regarding any remedial action taken or planned.

The following extreme deficiencies were observed:

None.

The following good repair deficiencies were observed:

Section 9. Sinks/Fountains

5: Sink/fountain is not working properly (work order #Created, dont have number. HUSD Workorder email dated 9/6/19)

8: Sink/fountain is not working properly (remedied 9/6/19)

2: Sink/fountain is not working properly (remedied 9/6/19)

Section 14. Playground/School Grounds

Grounds: Significant holes and deterioration - trip hazard (work order #N/a)

CAMPUS MAINTENANCE

The custodial staff and district maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. The principals and lead day custodian communicate daily regarding maintenance issues and special projects. Request forms are completed by school staff and forwarded to custodians for special projects. Custodians, administrators, and proctors carry handheld two-way radios to enhance communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian, one full-time evening custodian and one part-time evening custodian are assigned to Joshua Circle Elementary; the day custodian relays direction from the principal to evening custodial staff for routine maintenance, daily custodial duties, and special events. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The evening custodians clean classrooms, office areas, restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Joshua Circle Elementary works closely with the district's Maintenance & Operations department (M&O) for larger projects and school inspections. M&O employs a work order process that enables Joshua Circle Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less. The School Facility Good Repair Status Report was completed on July 25, 2019.

Planned or recently completed facility improvements:

School repainted

Bathrooms renovated and one replaced with new restroom

School updated with ADA compliance

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: 7/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM 9: 2. VENT COVER IS BROKEN
Interior: Interior Surfaces	Fair	P RM 32: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY P RM 33: 4. WATER STAIN CEILING TILES P RM 39: 4. WATER STAIN CEILING TILES P RM 42: 4. WATER STAIN CEILING TILES P RM 50: 4. WATER STAIN CEILING TILES RM 11: 4. CEILING TILE IS MISSING RM 16: 4. WATER STAIN CEILING TILES 7. LIGHT COVER IS MISSING ON WALKWAY RM 7: 4. LINOLEUM TRIM MISSING ON COUNTER BY SINK RM 8: 4. CEILING TILES ARE LOOSE RM K 4: 4. CEILING TILES ARE LOOSE
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	P RM 60: 7. GROUND WIRE IS MISSING ON RAMP P RM 61: 7. WATER STAIN IN LIGHT DIFFUSER RM 16: 4. WATER STAIN CEILING TILES 7. LIGHT COVER IS MISSING ON WALKWAY
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 1 K: 11. PAINT IS CHIPPING ON BOTH RESTROOM RAILINGS RM 6: 11. PAINT IS CHIPPING ON CABINETS
Structural: Structural Damage, Roofs	Good	P RM 41: 13. INJURY HAZARD/ GUTTER IS TORN @ BASE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	OUTDOOR COURTS: 14. CRACK IN ASPHALT BEHIND MAIN OFFICE/ TRIP HAZARD P RM 32: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT RAMP ENTRY P RM 34: 15. METAL WEATHER STRIPPING IS BENT AT BASE OF DOOR/ INJURY HAZARD P RM 52: 14. TRIP HAZARD AT RAMP ENTRY P RM 53: 14. TRIP HAZARD AT RAMP ENTRY P RM 54: 14. TRIP HAZARD AT RAMP ENTRY P RM 55: 14. TRIP HAZARD AT RAMP ENTRY
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)	23	24	34	36	50	50
Mathematics (grades 3-8 and 11)	14	18	22	24	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	376	373	99.20	0.80	24.13
Male	177	174	98.31	1.69	20.69
Female	199	199	100.00	0.00	27.14
Black or African American	11	10	90.91	9.09	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	317	315	99.37	0.63	24.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	26.19

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	332	330	99.40	0.60	23.64
English Learners	162	160	98.77	1.23	20.63
Students with Disabilities	36	34	94.44	5.56	2.94
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	13.64

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	376	373	99.20	0.80	17.69
Male	177	174	98.31	1.69	20.69
Female	199	199	100.00	0.00	15.08
Black or African American	11	10	90.91	9.09	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	317	315	99.37	0.63	18.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	42	42	100.00	0.00	14.29
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	332	330	99.40	0.60	17.88
English Learners	162	160	98.77	1.23	16.25
Students with Disabilities	36	34	94.44	5.56	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	4.55

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.

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)

Parent and community partnerships are important to the staff at Joshua Circle Elementary. To align our instructional practices with the parents and community needs, we have established Teacher for the Day, as well as the Joshua Circle Vision Coalition (JCVC). The Teacher for the Day and JCVC are made up of parents, community members, and staff for the purpose of developing a school wide vision and aligning our educational practices to that vision. Parents are also encouraged to volunteer in the classroom, help with school events, tutoring programs, and be involved in the decision-making process through school committees. The School Site Council, Parent Teacher Club, English Language Advisory Council, Back to School Night, community nights, Parenting Classes, and Innovation Nights are a few ways we offer for parent and community involvement.

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	4.9	2.7	2.0	6.7	6.1	6.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.4	0.4	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

SCHOOL SAFE PLAN

The Joshua Circle Elementary is dedicated to the safety of the students, staff, and community members safety while on the campus. Our School Safe Plan is reviewed and modified on a regular basis, by the School Safety Committee and approved by the School Site Council. The School Safety Committee is made up of administration, staff, and parent volunteers. Within the plan are safety processes and procedures for students, staff, and parents in the case of a natural disasters, fire, as well as Code Red Lock Down. The Joshua Circle School Safe Plan is located in the schools front office as well as at the Hesperia Unified School District offices. If anyone would like to review the plan, please contact the school's front office at (760) 244-6133.

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	23	1	4		23		5		19	3	2	
1	22	1	3		24		4		25		4	
2	21	1	3		23		4		24		4	
3	21	2	3		20	1	4		20	1	4	
4	31		3		28		3		28		3	
5	29		4		33			3	31		3	
6	30		4		27		4		25		4	
Other**	6	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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	6789.35	1166.73	5622.61	67750.63
District	N/A	N/A	5953.45	\$81,656.00
Percent Difference - School Site and District	N/A	N/A	-5.7	-13.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-23.6	-17.5

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)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Home-to-School Transportation
- Instructional Materials
- Special Education
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,476	\$48,612
Mid-Range Teacher Salary	\$83,160	\$74,676
Highest Teacher Salary	\$104,954	\$99,791
Average Principal Salary (Elementary)	\$131,863	\$125,830
Average Principal Salary (Middle)	\$135,510	\$131,167
Average Principal Salary (High)	\$147,850	\$144,822
Superintendent Salary	\$215,498	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
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	40	40	30

All professional development activities in Hesperia Unified School District revolve around the Common Core State standards and the 21st century learning skills.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2019-20 school year, the district provided staff development buy-back days. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the district's designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches. There has been a total of approximately 40 days of professional development provided to our staff for the 2018-19 school year.

Supplemental training topics were selected by the staff and site leadership team. Training programs and topics were chosen based upon the school focus and student needs. Results for the Grade level single assessments, common formative assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on Common Core State standards and the 21st Century Learning Skills. Supplemental professional development is offered throughout the school year on early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.