

Turner 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	Turner Elementary School
Street	4207 Delta Fair Blvd.
City, State, Zip	Antioch, CA 94509
Phone Number	925.779.7430
Principal	Deborah Meylan
Email Address	DeborahMeylan@AntiochSchools.net
Website	https://www.antiochschools.net/Turner
County-District-School (CDS) Code	07 61648 6003636

Entity	Contact Information
District Name	Antioch Unified School District
Phone Number	925.779.7500
Superintendent	Stephanie Anello
Email Address	StephanieAnello@antiochschools.net
Website	www.antiochschools.net

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

Turner staff strives to provide an environment where students feel safe and empowered to become confident lifelong learners. We place high importance on character building skills that will help our students achieve success both inside and outside school.

There are four certificated teachers that provide reading/math intervention utilizing push in and/or pull out services for small groups of students at all grade levels. Read Naturally, Guided Reading, CRLP, and iReady are programs which are used by support teachers as well as staff for intervention purposes. Turner offers an after-school program with academic and social opportunities for students. Those students in grades 2-5 who have scored far below and below basic are given first priority for attendance in the program. Tutoring, as well as enrichment opportunities, are available for students who need further support in the core subjects of language arts and math.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	88
Grade 2	70
Grade 3	81
Grade 4	91
Grade 5	80
Total Enrollment	506

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	19.6
American Indian or Alaska Native	0.4
Asian	6.1
Filipino	4.2
Hispanic or Latino	57.5
Native Hawaiian or Pacific Islander	1.2
White	8.5
Two or More Races	2.6
Socioeconomically Disadvantaged	86.6
English Learners	38.1
Students with Disabilities	9.7
Foster Youth	0.8
Homeless	4.5

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	24	26	26	702
Without Full Credential	0	1	1	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	93

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: December 2019

Due to loss, damage and expanding student populations, textbooks and materials are purchased during the year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-2 (Reading Wonders, McGraw-Hill, © 2013) (Adopted 5/29/13) 3-5 (Reading Wonders, McGraw-Hill, © 2014) (Adopted 1/22/14) K-5 (ELD – Reading Wonders for English Learners, McGraw-Hill, © 2016) (Adopted 3/9/16)	Yes	0%
Mathematics	My Math, McGraw-Hill, © 2014 (Adopted 3/12/14)	Yes	0%
Science	California Science, Pearson, © 2007 (Adopted 1/23/07)	Yes	0%
History-Social Science	My World Interactive, Pearson, © 2018 (Adopted 3/28/18)	Yes	0%
Health	Health Promotion Wave, Health Wave, Inc., © 2012 (Adopted 6/27/12)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

This school has 26 classrooms, a multi-purpose room, a library and an administration building. In addition, there are 4 portables on the site. The initial construction was completed in 1968. Additional classrooms were constructed in 1974. The school opened in 1968.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses the Facility Inspection Tool (FIT) developed by the Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the internet at <https://www.antiochschools.net/SARC>. Additionally, select school site staff have access to iServiceDesk to submit work requests. The Maintenance and Operations Department receives the iServiceDesk requests, reviews, and creates work orders in TMA which in turn are assigned to field personnel to address the actual issues.

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: 2/23/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	P3: Stained Ceiling Tiles-Rugs are in bad shape glue stains in 3 places.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	A Center: 10 lights out A3: Stained Ceiling Tile A4: Stained ceiling tile B Center: 20 Lights out Kitchen: Three lights out MPR: Over 20 lights out Office First Aid room & restroom: SDC portable: Second room first row 4th light is flickering (bad ballast) Stage: Spotlights not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Office: Stained Ceiling Tile. Leak from roof. 6 stained ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Asphalt: Good condition. Some of the asphalt paths in interior are lifted due to tree roots-Crack in asphalt located between tables by room D6 where kids eat. Concrete:
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)	20	25	32	30	50	50
Mathematics (grades 3-8 and 11)	12	16	19	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	249	248	99.60	0.40	24.60
Male	126	125	99.21	0.79	15.20
Female	123	123	100.00	0.00	34.15
Black or African American	46	46	100.00	0.00	13.04
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	150	149	99.33	0.67	24.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	45.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	215	99.54	0.46	21.86
English Learners	111	110	99.10	0.90	24.55
Students with Disabilities	22	22	100.00	0.00	22.73
Students Receiving Migrant Education Services					
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	249	247	99.20	0.80	15.79
Male	126	126	100.00	0.00	13.49
Female	123	121	98.37	1.63	18.18
Black or African American	46	46	100.00	0.00	8.70
American Indian or Alaska Native					
Asian	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	150	148	98.67	1.33	17.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	22	22	100.00	0.00	22.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	214	99.07	0.93	13.55
English Learners	111	109	98.20	1.80	14.68
Students with Disabilities	22	22	100.00	0.00	13.64
Students Receiving Migrant Education Services					

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	13.3	10.7	13.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parental Involvement at Turner Elementary School:

1. Involvement of Parents in the Title I Program

A. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program:

- Annual meeting held to review test scores and share plans for improvement
- Opportunities to discuss school improvement plans
- Invitation to become involved in School Site Council (SSC) or English Learner Advisory Committee (ELAC)
- Communication and meetings are in two languages
- Letters home and personal invitations via flyers in weekly folder
- Hold Open House
- Hold Back-To-School Night

B. Offers a flexible number of meetings:

- Back-to-School Night and Open House
- SST Meetings/IEP Meetings/504 Meetings
- Monthly Newsletters
- Translated Materials

C. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I parental involvement policy:

- SSC Meetings to review and monitor the School Plan for Student Achievement (SPSA)
- ELAC Meetings to give input on the ELD Program

D. Provides parents of Title I students with timely information about Title I programs:

- Blackboard Connect
- Written communication in dual languages
- Websites
- Information on Facebook/Social Media
- Back-to-School Night presentations
- Title I Parent Night

E. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet:

- Parent meetings
- ELAC Meetings
- Student Site Council Meetings
- Report cards in dual languages
- Back-to-School Night Presentations
- Open House
- IEPs and SSTs
- ELPAC testing
- Textbooks
- Counseling

F. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children:

- Family Nights – both academic and social based
- School Site Council Meetings
- ELAC Meetings
- Back-to-School Night
- Open House
- Parent-Teacher conferences
- Title I Parent Meeting

- IEPs and SSTs

2. School-Parent Compact

Turner Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

- The school's responsibility to provide high-quality curriculum and instruction.
- The parents' responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer, participate in, and observe the educational program.

3. Building Capacity for Involvement

Turner Elementary School provides opportunities for Title I parents to engage in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

A. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children:

- School Site Council Meetings
- Back-to-School Night
- Open House
- After School Programs
- Parent-Teacher Conferences
- Principal's Monthly Newsletter
- Title I Parent Meeting
- ELAC Meetings

B. Provides materials and training to help Title I parents work with their children to improve their children's achievement:

- ELAC parent workshops with a translator provided
- All materials sent home translated into Spanish
- Providing translators for all meetings, Back-to-School Night, and parent teacher conferences

C. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners:

- ELAC Meetings
- Guest speakers to address parent needs and concerns
- School Site Council Meetings
- Title I Parent Night
- Engage and encourage parents with tips on Facebook/Social Media/Monthly Newsletters

D. Coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities that encourage and support parents in more fully participating in the education of their children:

- ELAC Meetings
- Parent Nights – both academic and social based
- Parent-Teacher Conferences
- School Site Council

E. Distributes information to Title I parents related to school and parent programs, meetings, and other activities in a form and language that the parents understand:

- All correspondence in dual language on Report cards /Progress reports on academic progress and assessment results
- Parent / Teacher / Student Compacts
- Blackboard Connect
- Social Media including Facebook information and reminders
- School and District Websites

F. Provides support for parental involvement activities requested by Title I parents:

- All communication provided in English and Spanish
- Bilingual aides available for translation, as needed
- Events on campus include translation services

4. Accessibility

A. Turner Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- ELAC Meetings
- School Site Council Meetings
- Monthly Newsletters
- Parent Compact
- Blackboard Connect and Social Media
- All communication provided in English and Spanish
- School-wide rules and expectations in English and Spanish, along with school handbook

Turner encourages and invites parent participation and volunteering for the school and in classrooms. Monthly opportunities for family participation in school wide events (during the day and/or the evenings) occur throughout the year. Parents are informed of Turner events and information through a monthly newsletter, Facebook, and phone calls home.

For more information on how to participate at Turner Elementary School, please contact the school office at 925.779.7430.

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	0.3	1.2	8.3	7.3	8.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan is current (updated yearly, last updated 9/3/2019), and appropriate strategies and procedures are in place for an orderly environment. The safety plan includes disaster and emergency preparedness and other components focusing on school climate. The implementation of the Turner Way, ToolBox, and Positive Behavior Intervention and Supports (PBIS) is the basis for teaching and modeling character growth and personal responsibility.

Turner Elementary School will ensure all students, teachers, staff, and families are informed and prepared to execute all aspects of the school wide safety plan before, during, and after school. AUSD is in collaboration with law enforcement and first responders to become consultants with our plan.

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	24	1	4		22	1	4		21	2	3	
1	24		3		25		3		28		3	
2	28		4		24		3		23		3	
3	28		3		27		4		27		3	
4	29		3		26		3		30		2	1
5	26		3		29		3		26		3	
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*	506.0

*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	
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,567	\$1,096	\$6,471	\$84,021
District	N/A	N/A	\$9,036	\$79,380.00
Percent Difference - School Site and District	N/A	N/A	-33.1	7.2
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-59.9	4.3

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)

2018-2019: Four intervention teachers provide reading intervention utilizing push in and/or pull out services for small groups of students. Bilingual instructional aides (3) provide push in and pull out services for small groups of students. Instructional aides (2) also provide reading/math support to students in a small group setting. Teachers are released during the school day to work on continued professional development, lesson planning, and data analysis/interventions in both English Language Arts and math. Two part-time bilingual office clerks are available to help support second language families. Turner has a recess coach to help implement Playworks, a structured play and cooperation program, during recess times.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,624	\$51,374
Mid-Range Teacher Salary	\$76,277	\$80,151
Highest Teacher Salary	\$96,906	\$100,143
Average Principal Salary (Elementary)	\$124,648	\$126,896
Average Principal Salary (Middle)	\$131,978	\$133,668
Average Principal Salary (High)	\$144,450	\$143,746
Superintendent Salary	\$244,548	\$245,810
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

In the spring of 2019 teachers and administrators were involved in a collaborative process to redesign the content and delivery system of our three professional development days for the 2019-20 school year (August 5, 2019, November 1, 2019, January 6, 2020). As a result, the delivery system changed from prescriptive to a conference style, teacher choice format. The content for each learning session is organized into three domains: Academic Content, Social and Emotional Learning, and Technology. All certificated employees in the Antioch Unified School District participate in each of the three days of training. The first day included over 50 sessions for teachers to select from based on their identify area of interest or need. The second day was a blended approach with both a variety of sessions offered by the district and site selected and delivered sessions. The final day in January was hosted at the site level and a variety of resources were provided to sites to support their team's identified focus areas for training.

Below is a listing of prioritized content based:

- i-Ready Diagnostic Assessments
- Standards Based Learning and Grading
- NGSS content standards
- History-Social Framework
- Mindfulness
- AVID Strategies
- Google Classroom