

CHARLES F. BLACKSTOCK JUNIOR HIGH 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	CHARLES F. BLACKSTOCK JUNIOR HIGH SCHOOL
Street	701 East Bard Road
City, State, Zip	Oxnard, CA 93033
Phone Number	(805) 488-3644
Principal	Thomas Beneke
Email Address	tbeneke@hueneme.org
Website	http://blackstock.hueneme.org
County-District-School (CDS) Code	56-72462-6055032

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)

Charles F. Blackstock Junior High School was established in 1966 and is located in the city of Oxnard, California. Blackstock is one of 11 schools in the Hueneme Elementary School District. Our school currently serves approximately 1,400 students in grades 6-8 and has over 100 full and part-time employees including teachers, classified, support personnel and administrators. As a neighborhood school, we are fortunate to have strong community support. We have redesigned many of our traditional educational programs to include a 3-period block schedule, a later starting time and reduced class sizes. As a community of educators, we are actively incorporating the California common core NGS and California state standards into every aspect of the curriculum. Our motivated and dedicated employees work alongside volunteers to maximize the intellectual, physical, social and emotional potential of each and every student.

Working in partnership with other district programs, Blackstock is able to offer after school academic, enrichment and recreational classes to students. In partnership with California State University Channel Islands, Pepperdine University, California Lutheran University and the University of California at Santa Barbara, we are able to assist in the training of college graduates who wish to enter the field of education as a teacher, counselor or administrator. At Blackstock, we work hard to provide a positive educational environment characterized by high expectations for the individual success of students and staff alike. Blackstock uses CHAMPS, Safe School Ambassadors, Restorative Practices as well as Community Circles behavioral programs to provide structures and opportunities for all students to thrive in an educational environment that fosters excellence.

At Blackstock Jr. High School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum requiring critical thinking and the use of educational technology. Blackstock is a one to one technology school that allows students access to technology in every classroom environment. As an educational collective, the Blackstock staff believes that one of the most excellent, expedient and valuable ways in which to support the children and youth of our community is through the power of education.

The Blackstock staff believes students should be actively involved in a respectful, caring, cohesive educational community. Our students also have the opportunity to participate in AVID (Advancement Via Individual Determination) as an elective class, which includes Cornell note-taking, college tutors, and a clear path to college success. Blackstock is currently identified as an AVID School of Distinction.

Blackstock staff members are actively engaged in the perpetual process of building our capacity to communicate and involve all relevant constituents in the decision making process of the school. We ensure that these decisions are made based upon data, research and relevant information. Continual development of associate administrators and teaching staff is essential for the long term sustainability of programs, and for attaining the highest achievement levels possible.

The children who attend our school will be safe, respected, and protected. Blackstock staff inspires students to explore, dream big, and develop social and civic responsibility through a balanced learning program. Students will thrive as we foster perseverance and resiliency in a safe, culturally responsive, and inclusive environment.

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

Grade Level	Number of Students
Grade 6	477
Grade 7	527
Grade 8	467
Total Enrollment	1,471

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	6.3
Hispanic or Latino	88.8
Native Hawaiian or Pacific Islander	0.2
White	2.4
Two or More Races	1.4
Socioeconomically Disadvantaged	91.9
English Learners	28.7
Students with Disabilities	11.6
Foster Youth	0.1
Homeless	0.1

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	57	58	57	360
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	3	2	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 enVision MATH Common Core, 2015, Pearson Education, Inc. 6-8 McGraw-Hill, California Math Courses 1-3, 2015	Yes	0
Science	K-5 Houghton Mifflin, History Social Science, 2007 6-8 McDougal Littell, World History: Ancient Civilizations; Medieval & Early Modern Times; Creating America: Beginnings through World War I, 2006	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)

Blackstock has in recent years completed classroom modernization including the redesign of classrooms and grounds with the removal and replacement of carpet, electrical systems, natural gas plumbing, furniture, windows, data/telecommunications, plumbing, as well as lighting advances and other improvements throughout common areas (office, library, etc.), and all permanent classrooms. Blackstock campus is in a nearly permanent state of improvement to facilitate the most excellent campus possible. Blackstock School maintains facilities that provide for a safe, clean learning environment. The front office and entrance have been redesigned to provide a more secure egress and regress for students, staff and community. Our campus contains areas for classrooms, a cafeteria and kitchen, library, and support personnel space. In addition, we have adequate playground areas for all students. Blackstock has recently installed a large shade structure to provide shade and cover for physical education classes as well as students during nutrition and lunch breaks. Blacktop areas will also be resurfaced and repainted in the near future.

Our school site is well maintained. Our classrooms and restrooms are cleaned on a daily basis by our custodial staff. The restrooms are inspected throughout the school day by the head custodian in order to identify items in need of repair and cleanliness. Graffiti is immediately removed when found and the yards and hallways are cleaned and/or swept daily. In addition to our custodial staff, Blackstock maintains a full time groundskeeper who constantly maintains the grass, plants, and yard areas. Daily inspections and staff input serve to identify repair and safety needs around campus. Small issues are resolved immediately and our district maintenance staff corrects larger needs as quickly as possible. Evidence of successful facility maintenance is apparent when visiting our safe and clean campus. Together, school and district personnel work to ensure that the facility is maintained in a manner that assures 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: 08/28/2019

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	Exemplary	

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)	29	29	28	29	50	50
Mathematics (grades 3-8 and 11)	17	13	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	1460	1441	98.70	1.30	29.29
Male	709	697	98.31	1.69	24.25
Female	751	744	99.07	0.93	34.01
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	92	90	97.83	2.17	57.78
Hispanic or Latino	1295	1279	98.76	1.24	26.58
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	37	36	97.30	2.70	25.00
Two or More Races	21	21	100.00	0.00	66.67
Socioeconomically Disadvantaged	1344	1328	98.81	1.19	27.03
English Learners	988	970	98.18	1.82	18.76
Students with Disabilities	174	172	98.85	1.15	2.33
Students Receiving Migrant Education Services	28	28	100.00	0.00	7.14
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	1460	1456	99.73	0.27	12.64
Male	709	707	99.72	0.28	11.32
Female	751	749	99.73	0.27	13.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	92	92	100.00	0.00	34.78
Hispanic or Latino	1295	1291	99.69	0.31	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	37	37	100.00	0.00	16.22
Two or More Races	21	21	100.00	0.00	42.86
Socioeconomically Disadvantaged	1344	1341	99.78	0.22	11.11
English Learners	988	985	99.70	0.30	6.50
Students with Disabilities	174	172	98.85	1.15	1.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	28	28	100.00	0.00	7.14
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
7	18.5	16.0	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)

At Blackstock Junior High School, we are committed to obtaining the best community resources for our school. Blackstock has been fortunate to have obtained and established several organizations, opportunities and activities to support active parent participation. Among these are: Parent Teacher Student Association (PTSA), School Site Council (SSC), English Learners Advisory Committee (ELAC), After School Education and Safety (ASES, our after school program), and parent volunteers. In addition, Blackstock also hosts informal meetings once a month called, "Café con Leche." These gatherings have been designed to provide parents the opportunity to communicate with counselors, teachers, administrators, state and local officials. Meetings are held on the first Thursday of each month. Café con Leche is specifically tailored to connect parents and outside agencies that support students, families and the community at large. Groups such as City Impact and MICOP provide counseling and psychological referrals. Also addressed are important community topics such as nutrition classes through Ventura County Public Health, human trafficking information through Ventura County Behavioral Health, and public and private safety as well as local gang information from the Oxnard Police Department. In addition, Blackstock regularly hosts Positive Parent Program (Triple P) classes and parent academies, which are designed to encourage positive interactions between parents and students. Parents are also invited to participate in activities to support our band, AVID program, athletics, library, and help to supervise school dances and field trips. Blackstock also hosts twice-weekly adult English Language Development (ELD) classes in the evening.

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	6.9	2.2	3.6	3.4	1.6	1.7	3.6	3.5	3.5
Expulsions	0.4	0.1	0.2	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Date Last Discussed with Staff: November 19, 2018

Date of Review/Update: January 8, 2019

Key elements of our school safety plan are designed for the following:

- To provide a safe learning environment for students and staff
- To provide response guidelines in the event of a disaster or emergency
- To ensure the legal rights of all students/staff to work in a safe and orderly environment

- To review the buildings and plans, identify structural needs, establish safe zones, procedures, and provide training

Blackstock School has developed a comprehensive School Safety Plan that covers all the necessary and required aspects of planning for emergency responses, staff training and support, and student safety. Regular drills and practices are held for various emergency events. Students, staff and parents are informed as to what will be done in the case of natural and/or man-made emergencies. Students at our school receive instruction on acceptance of diverse cultures, positive character traits, personal responsibility, and an understanding of the laws, rules and regulations of our society and school district. Our school has very high behavior and discipline standards.

Blackstock School's Safe School Committee reviews and coordinates emergency response guidelines in concert with the District Disaster Plan and District Safety Committee. The Disaster Plan delineates roles of key personnel and their actions during emergency situations. This document is reviewed and approved by our School Site Council. Our school is a "closed campus," meaning that all outer perimeter gates are locked during school hours and students must have permission to leave. Visitors are required to sign in at the office, where they are given a visitor's badge before entering the campus. The campus is open to students at 8:00 a.m., and offers work places until 6:00 p.m. Our ASES after school program serves over 100 students daily for homework club, academic support, sports and enrichment classes. This program provides a safe environment for students who wish to remain past the regular school dismissal time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	12	27		24	9	31		26	11	31	2
Mathematics	23	8	28		24	19	16	1	27	1	31	4
Science	22	20	16		24	12	21	2	28	1	32	2
Social Science	27	2	28		23	19	16	1	26	10	25	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	735.5

*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	1.0

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	1.3

*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	\$9,448	\$1,854	\$7,595	\$106,532
District	N/A	N/A	\$8,797	\$92,783.00
Percent Difference - School Site and District	N/A	N/A	-14.7	13.8
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	1.2	25.2

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
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)

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.