

# **Lime Street Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Lime Street Elementary
<b>Street</b>	16852 Lime Street
<b>City, State, Zip</b>	Hesperia, CA 92345
<b>Phone Number</b>	(760) 244-0512
<b>Principal</b>	Eric Land
<b>Email Address</b>	eric.land@hesperiausd.org
<b>Website</b>	limestreetelementary.org
<b>County-District-School (CDS) Code</b>	36-75044-6106454

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)

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### PRINCIPAL'S MESSAGE

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Lime Street Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but as an opportunity to keep our community, and the public in general, well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular that a well-informed public is vital in continuing to advance in an ever-evolving world.

### SCHOOL MISSION STATEMENT

Lime Street Elementary - School of Technology and Innovative Learning community is dedicated to the success of all students by creating an environment committed to "Higher learning for all, whatever it takes!"

### SCHOOL PROFILE

Hesperia Unified School District is located in the high desert region of San Bernardino County, approximately 40 miles north of the Ontario/San Bernardino valley. More than 20,000 students in grades kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 15 elementary schools which includes 3 choice schools. At the secondary level Hesperia has 3 middle schools, 3 comprehensive high schools, 1 alternative school, 2 continuation high schools, 1 community day school, and 6 charter schools.

Lime Street Elementary is located in the south/central area of Hesperia and serves students in grades PreSchool 3 years old through sixth grade. Currently, we have 881 students enrolled, including 20.0% in special education, 18% qualifying for English learner support, 76.7% Hispanic, 18.5% African American, 16.7% White and 100% receiving free or reduced-price meals. All students can receive a free breakfast every morning and lunch everyday.

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

Grade Level	Number of Students
Kindergarten	132
Grade 1	129
Grade 2	120
Grade 3	129
Grade 4	96
Grade 5	113
Grade 6	123
Total Enrollment	842

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

Student Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	0.2
Asian	0.2
Filipino	0.1
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.1
White	13.8
Two or More Races	2.7
Socioeconomically Disadvantaged	84.3
English Learners	19
Students with Disabilities	13.2
Foster Youth	1.4
Homeless	1.5

**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	34	35	42	945
Without Full Credential	6	6	0	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, 2019

\*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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	2007 - Holt - Earth Science (Grade 6) **No 2007 - Houghton Mifflin - California Science **No 2012 - Houghton Mifflin Harcourt: Splash into Pre-K - (Yes)		0%
<b>History-Social Science</b>	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%
<b>Visual and Performing Arts</b>			

## School Facility Conditions and Planned Improvements (Most Recent Year)

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### SCHOOL FACILITIES AND SAFETY

Lime Street Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 1989; ongoing maintenance and modernization efforts ensure adequate space for students and staff. Throughout the years, portable classrooms have been added to accommodate increased growth in enrollment. The campus is comprised of the following:

Acreage = 10 acres

Square Footage = 49,153

Number of permanent classrooms = 19

Number of portable classrooms = 25

Number of restrooms (student use) = 2 sets

Computer Lab = 1

Library = 1

Cafeteria/Multipurpose Room = 1

Music Room = 1

Health Office = 1

Staff Work Room/Lounge = 1

### WILLIAMS' VISIT FINDINGS

Visit Date: September 4, 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

Lunch Area: Sink/fountain is leaking (work order #180-21-15)

Section 14. Playground/School Grounds

Grounds: Overgrown vegetation poses a trip/safety hazard (work order #180-21-17)

### CAMPUS SUPERVISION

One proctor in the morning and one proctor in the afternoon supervise the crosswalks and help students safely cross the street before and after school. Each morning, proctors supervise the playgrounds and monitor students as they supervise activities. Supervision during recess and lunch periods is shared by proctors and school administrators. At the end of the day, teachers, proctors, and school administrators escort students to designated student-pickup areas, buses, and crosswalks to ensure students leave campus safely. All adults providing supervision before school, during recesses, and after school carry hand-held radios to coordinate routine and emergency communications.

### CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Administration and custodians communicate daily using e-mail, a "communications clipboard", and verbally, regarding school maintenance issues and special projects. Hand-held walkie talkies enhance two-way communication efforts and help facilitate an immediate response to emergency situations.

One full-time day custodian and two full-time evening custodians are assigned to Lime Street Elementary and work closely with the principal for routine maintenance, daily custodial duties, and special events. Every morning, before school our custodian inspects the campus for safety hazards and other conditions that need attention prior to students and staff entering school grounds. The day custodian checks the restrooms frequently throughout the day as a proactive measure in keeping facilities stocked, safe, and sanitary. The evening custodians clean restrooms, and are responsible for set up and take down of equipment and/or furniture for afternoon and evening events.

Lime Street Elementary works closely with the district's Maintenance and Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Lime Street Elementary to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less. The most recent School Facility Repair Status was conducted on July 24, 2019.

Planned or recently completed facilities improvements:  
Fire alarm testing

### 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:** 7/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	P RM 33: 7. OUTLET COVER IS BROKEN
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	18	24	34	36	50	50
Mathematics (grades 3-8 and 11)	7	15	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	459	447	97.39	2.61	24.16
Male	243	239	98.35	1.65	25.10
Female	216	208	96.30	3.70	23.08
Black or African American	67	63	94.03	5.97	9.52
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	312	306	98.08	1.92	26.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	66	64	96.97	3.03	26.56
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	399	390	97.74	2.26	22.05
<b>English Learners</b>	104	100	96.15	3.85	17.00
<b>Students with Disabilities</b>	65	63	96.92	3.08	11.11
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	22	84.62	15.38	22.73

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
<b>All Students</b>	458	448	97.82	2.18	14.51
<b>Male</b>	242	238	98.35	1.65	15.97
<b>Female</b>	216	210	97.22	2.78	12.86
<b>Black or African American</b>	67	61	91.04	8.96	4.92
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	311	309	99.36	0.64	13.92
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	66	64	96.97	3.03	23.44
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	398	388	97.49	2.51	12.89
<b>English Learners</b>	104	104	100.00	0.00	10.58
<b>Students with Disabilities</b>	64	62	96.88	3.12	4.84
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	23	88.46	11.54	17.39



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)

Lime Street encourages parents, guardians, and other members of the community to share their time, knowledge and abilities with our students. Community volunteers in our school enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies, and private institutions. By their presence in the classrooms and on school grounds, volunteers may also enhance the supervision of students and contribute to school safety (BP1240). We have a Parent/Community Liaison that works with various parent groups to provide opportunities for involvement and personal growth. Parents who want more information on school activities or committees may contact Lime Street Elementary's administrative secretary in the school office at (760) 244-0512.

## 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
<b>Suspensions</b>	5.9	3.6	2.6	6.7	6.1	6.1	3.6	3.5	3.5
<b>Expulsions</b>	0.2	0.0	0.0	0.4	0.4	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Lime Street Elementary in collaboration with staff, local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan's most recent review and update by school staff took place in the Fall of 2019. A copy of the school site safety plan may be obtained at Lime Street Elementary's main office or the Hesperia Unified School District office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
<b>K</b>	23	2	5		25	1	5		20	3	4	
<b>1</b>	24		4		21	1	4		21	1	5	
<b>2</b>	28		4		24		5		23		5	
<b>3</b>	27		4		22	1	4		21	1	5	
<b>4</b>	27		4		32		3		27		3	
<b>5</b>	29		4		33		2	2	30		4	
<b>6</b>	29		4		30	1		4	26	1	4	
<b>Other**</b>	14	1			13	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
<b>Academic Counselors*</b>	.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)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	3.0

\*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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	5698.31	1178.23	4520.07	72921.80
<b>District</b>	N/A	N/A	5953.45	\$81,656.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.4	-6.4
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-44.7	-10.2

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 addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2018-10 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	8	11	14

As we transition to new state standards, it is imperative to assist educators to develop a deeper understanding of learning and apply it to their classroom practices using research-based effective instructional strategies. HUSD has developed and is refining an instructional design model to prepare teachers for the shifts required of new state standards. Approaching professional development with intellectual rigor and discipline, implemented with quality and attention to detail, will result in improved teaching skills and student performance.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the each school year each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving Professional Learning Communities, 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.

Supplemental training topics were selected by the principal, assistant principal, and Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results from our Program Improvement County walk-through, California Standardized Tests and district single 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 implementation of Common Core State Standards and focus on the 4Cs (Collaboration, Creativity, Communication and Critical Thinking), plays a significant part of all staff development.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. 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. Our Innovate Ed committee is working through the process of cycles of inquiry in which we identify, refine, and provide support for our identified area of focus. 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.

2016 - 2017 12 Full Days of Professional Staff Development were offered.

2017 - 2018 8 Full Days of Professional Development were offered.

2018 - 2019 11 Full Days of Professional Development are planned as of 1/18/19.

2019-2020 14 Full Days of Professional Development are planned as of 11/4/19