Leona Valley 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)

Entity	Contact Information
School Name	Leona Valley Elementary
Street	9063 W Leona Avenue
City, State, Zip	Leona Valley, CA 93551
Phone Number	(661) 948-9010
Principal	Shannon Rossall
Email Address	s.rossall@westside.k12.ca.us
Website	http://www.westside.k12.ca.us/schools
County-District-School (CDS) Code	19-65102-6023576

Entity	Contact Information
District Name	Westside Union Elementary School District
Phone Number	(661) 722-0716
Superintendent	Regina Rossall
Email Address	r.rossall@westside.k12.ca.us
Website	www.westside.k12.ca.us

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

Leona Valley ia an urban-rural community located in the Antelope Valley approximately 90 miles northeast of Los Angeles. The community is a very diverse one. Many of the area residents are in a wide variety of professions including aircraft construction, agriculture, transportation, and allied people service. Numerous residents commute to the Greater Los Angeles area for employment. Edwards Air Force Base, Rockwell International, and Lockheed Aircraft Company are within close proximity. However, some people living in Leona Valley work as seasonal workers and laborers.

Founded in the early 1960's Leona Valley currently serves about 80 students in grades kindergarten through sixth grade. Leona Valley School is a small rural school that is more like an educational family. The staff consists of 4 highly qualified teachers, 14 classified support staff, and shared administrative staff working together with parents to provide a positive nurturing learning environment for students in grades kindergarten through sixth grades. Our greatest initiative is to provide the leadership that will facilitate a school environment which provides differentiated instruction to meet the needs of each student to the best of our ability. The educational program must be academically challenging, engage each student by linking the curriculum to previous knowledge and experience, and also be exciting to promote further exploration of new ideas. Parents, teachers, support staff, and administration all have an important role to encourage our students to become active learners. It is our sincere desire to provide expanded opportunities for our students to acquire the skills to become productive citizens in a vastly changing society. At Leona Valley School we pride ourselves in being able to maintain quality home-school communication. Working as a team we are able to deliver quality standards based instruction to students based on their individual needs.

Mission Statement

Through academic rigor, a growth mindset and creativity, Leona Valley Elementary School strives to develop confident leaders that are prepared for the 21st century.

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

Grade Level	Number of Students
Kindergarten	12
Grade 1	15
Grade 2	18
Grade 3	6
Grade 4	16
Grade 5	19
Grade 6	6
Total Enrollment	92

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	3.3
Hispanic or Latino	25
Native Hawaiian or Pacific Islander	1.1
White	62
Two or More Races	7.6
Socioeconomically Disadvantaged	22.8
English Learners	3.3
Students with Disabilities	7.6
Homeless	

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	5	4	2	379
Without Full Credential	0	0	1	55
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	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: October 2019

Westside Union School District provides all students with textbooks and other instructional materials to support the district's adopted curricular programs. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development, Mathematics, History/Social Science, and Science. The following are the instructional programs currently adopted by our district:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Houghton Mifflin Splash (2012) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)	Yes	0
Science	K-8 Accelerate Learning, STEMscopes, California	No	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Leona Valley School includes three permanent buildings. One building contains four classrooms, a cafeteria/multi-purpose room, four restrooms, a custodian room, three utility rooms, teacher workroom, lounge, office, stage, and amphitheater for outdoor presentations. The older building contains four classrooms, three restrooms, one multipurpose room, two rooms for support staff and three custodial closets. The third building consists of a library and computer lab for the students. Safety inspections are conducted monthly, as is training of staff on issues related to safety. Leona Valley School provides students with a safe, clean, and pleasant environment in which to grow and mature.
School modernization was done in 2006 to the older building. Five solar pannels were installed in 2013.

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: October 2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	41	48	49	50	50
Mathematics (grades 3-8 and 11)	39	43	34	34	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	46	46	100.00	0.00	41.30
Male	31	31	100.00	0.00	35.48
Female	15	15	100.00	0.00	53.33
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	31	31	100.00	0.00	48.39
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	15	15	100.00	0.00	26.67
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	46	46	100.00	0.00	43.48
Male	31	31	100.00	0.00	41.94
Female	15	15	100.00	0.00	46.67
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	31	31	100.00	0.00	48.39
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	20.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
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	5.9	35.3	58.8

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)

Leona Valley School has the benefit of a very involved parental community. Parents are welcomed and encouraged to become involved in school activities, classroom visits and parental organizations. Leona Valley's website provides information about upcoming events and ways to get involved in our school community. On PowerSchool parents have access to our daily bulletin, student grades, as well as attendance information. Our PTA is an exceptionally strong force working towards improving our school. The PTA boasts strong participation and organizes activities such as book fairs, community festivals, and fundraisers annually. These activities provide extra resources such as technology, materials, fieldtrips, and assemblies for our students.

Parents are invited each semester to award assemblies. Back to School Night, Family Science/Math Night, and AVID Parent Education Nights which are held in the evening, serve to help connect working parents with their child's teacher. Several parents and grandparents regularly commit to classroom volunteer work. In addition, at the district level, parents are encouraged to participate on the Superintendent's Advisory Committee, West Antelope Valley Education Foundation, and on various district committees. Our parents are one of our most treasured resources at Leona Valley School.

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	0.9	8.5	3.1	2.6	2.6	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan is reviewed with the staff and students yearly. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

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	28		1		15	1			27		1	
1					20	1						
2									18	1		
3	31		1		24		1					
4					22		1		22		1	
5	23		1									
6	23		1		27		1		25		1	
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*	460.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.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.

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	$9,579	$2,720	$6,859	$60,848
District	N/A	N/A	$6,859	$77,864.00
Percent Difference - School Site and District	N/A	N/A	0.0	-24.5
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	-9.0	-30.4

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)

A range of academic and social emotional supports exist for Westside students, many of which are unique to individual school sites, tailored to meet the needs of the members of each school community. Many of these supports are provided by counselors (district and/or community-based), school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, or behavior specialists.

Student Study and Child Study Teams assist students experiencing academic and/or social emotional challenges, those with special needs, and with assessing eligibility for placement in special classes and/or recommending specialized services as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Twelve counselors provide a range of support services for Westside students. Programs and services are developed and provided based on student data (such as referrals for threatening or self-harm behaviors and academic intervention letters) and the needs of the school site. Often these programs build upon the skills and habits of mind that are nurtured and developed in Leadership Development through Physical Education (LDTPE), AVID, and Boys Town. Examples of counseling programs include specific groups for strong-willed students, grief groups, groups for students who are exhibiting signs and behaviors due to trauma, academic organization groups (addressing academic organization of assignments, goals, and expectations), and community outreach and service clubs such as Student Ambassadors or Kindness Club. School counselors are assisted by a cadre of Campus Climate Assistants, highly trained paraprofessionals who provide social emotional support and structure for students during more unstructured parts of the school day like recess and lunch. Counselors and Educational Service staff members collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families.

The district continues to collaborate with the Department of Mental Health to coordinate with local mental health agencies to provide School Based Mental Health services at all school sites for eligible students.

Behavior specialists provide student and staff support for students needing intensive behavior support and/or intervention.

Bilingual paraprofessional support staff provide assistance in the classroom for English Learners. Bilingual assistants receive ongoing professional development in the areas of strategies to support students learning English within the classroom; review of district wide academic programs supporting English Learners; specialized language practice used for translation during parent/teacher conferences; protocols for English Learner identification; and criteria for student reclassification.

Several programs, designed to build students' emotional intelligence and capacity and to promote positive and proactive social decision making, reduce bullying, and build an inclusive culture continue to be implemented districtwide. Two of these are BoysTown (implemented in grades Kindergarten through 8) and Leadership Development through Physical Education for students in grades 4, 5, and 6.

A variety of online mathematics (i.e. Big Brains and ALEKS) and reading intervention (i.e. FastForWord) programs are accessible for students. In addition to being used during the school day, students can also access these programs from home. These online interventions are site-specific.

A variety of extended learning opportunities like before/after school tutoring and/or lunchtime Learning Lab support were offered at all sites. Learning Labs provide support with homework and opportunities for collaborative learning sessions. Tutoring may provide review of foundational skills, frontloading of key skills and concepts, and/or homework assistance. Five days of intersession support is provided for middle school students during each spring and summer intersession. An Extended School Year program is available during the first part of summer intersession for those students with disabilities who qualify. A traditional district wide summer school program was on hold for the summer of 2018 due to significant maintenance and repairs at school sites. In lieu of the summer school program for elementary students, optional interactive Summer Learning Kits were purchased for parents and caregivers to use with their students over the summer intersession. The Kits contained games, tools, and materials to sharpen and support reading, writing, and math skills. Additionally, the district offered its third summer KinderCamp during the summer. The three-day experience was designed to provide an opportunity for incoming Kindergarteners and their parents to learn about Kindergarten expectations in a day camp-type environment.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,544	$45,741
Mid-Range Teacher Salary	$81,072	$81,840
Highest Teacher Salary	$104,940	$102,065
Average Principal Salary (Elementary)	$128,172	$129,221
Average Principal Salary (Middle)	$128,388	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$239,626	$224,581
Percent of Budget for Teacher Salaries	36%	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	52	57	80

Westside Union School District offers on-going professional learning and training opportunities for teachers, administrators, and para-educators.

The goal of professional learning is to provide staff members the support that they need to meet the diverse educational needs of Westside students. The key area of focus for professional development and support for the 2018-2019 school year was the use of assessment data, particularly common formative assessment data, to guide and inform instruction.

Teachers, classified instructional classroom support staff, and site administrators are provided four days of professional development each year. These days are calendared work days. For all groups, two of the days are dedicated to issues and needs related specifically to our English Learners, foster youth, or other at-risk students. For teachers and site administrators, two of the four days are devoted to building their capacity to use data, particularly formative assessment data, to inform instruction. For classified instructional staff, two days were devoted a to a variety of topics including trauma-informed support for at-risk youth; BoysTown; Leadership Development through Physical Education; and meeting the academic needs of students with exceptional needs.

Teachers are also encouraged to engage in optional professional learning opportunities that relate to their specific teaching assignment. Teachers are compensated at a contractual hourly rate for their participation in these sessions.

Similar opportunities are provided for our site administrators. Most regularly attend applicable ACSA Academies. 70% of the district's site administrators completed an ACSA academy during the 2018-2019 school year.

New Social Studies/History materials were adopted spring 2018. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school m teachers received training in the newly adopted materials during the 2018-2019 school year.

Work in building assessment literacy of teachers continues to be an area of focus. During the 2018-2019 school year Data Teams from four the district's school sites met regularly with a consultant from the International Center for Leadership and Learning to build their capacity to use formative assessment to guide and inform daily instruction.

Professional learning opportunities are provided through a variety of formats including conference/institute attendance, in-district training delivered by consultants and or district staff members with release time for teachers, staff meetings, and individual and small group coaching. Curriculum Resource Teachers, under the direction of the Director of Curriculum and Instruction, provide much of the individual and small group coaching support. This is especially true in the area of integration of classroom technology tools to support teaching and learning. During the 2018-2019 school year a cadre of teacher leaders served as instructional coaches at the school sites. These site-level teacher instructional leaders support their colleagues in utilizing instructional strategies that promote equitable access of the district's curricular programs for low income, foster, and English Learner youth.

Instructional administrators meet monthly to share best practices related to areas of instructional focus and leadership for meaningful change in educational systems. All instructional administrators are encouraged to (and supported in) participating in professional learning opportunities to deepen their instructional leadership talents and skills, including the professional academies sponsored by ACSA, the Association of California School Administrators.

More than a quarter of the district's teachers are new to the field, with less than five years of teaching experience. The district has developed a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor/coach dependent upon their credential status. Support providers, mentors, and coaches in the program are veteran teachers who have been released full-time from their classroom responsibilities. Every new teacher is supported weekly at their site by their mentor/coach with the focus of support being aligned to their goal and individual support plan. Full time administrators/coaches also support the pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers holding a Preliminary credential are supported by teachers on special assignment who serve as full time Support Providers. Those holding a Preliminary credential attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs). For veteran teachers needing additional support, the Peer Assistance and Review (PAR) program is designed to improve the education of students by providing opportunities for additional training for all teachers.