

Myrtle Avenue 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	Myrtle Avenue School
Street	10421 Myrtle Avenue
City, State, Zip	Lamont, California, 93241
Phone Number	(661) 845 2217
Principal	Javier Bolivar
Email Address	jbolivar@lesd.us
Website	www.lamontschooldistrict.org
County-District-School (CDS) Code	15-63560-6009708

Entity	Contact Information
District Name	Lamont Elementary School District
Phone Number	(661) 845-0751
Superintendent	Miguel Guerrero
Email Address	mguerrero@lesd.us
Website	www.lamontschooldistrict.org

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

Principal's Message

Our commitment at Myrtle Avenue School is to provide a safe and intellectually challenging learning environment that will empower students to become innovative thinkers, creative problem solvers and inspired learners. It is honor to serve the Lamont community as the Principal of Myrtle Avenue School. With your support our students will continue to meet the challenge of achieving continuous academic improvement.

Here at Myrtle Avenue School we believe that all children can learn. Our experienced faculty is a highly skilled and cohesive team with extensive professional expertise in accommodating diverse student learning styles and needs. We follow a strict, state-adopted curriculum and implement the best educational practices so that our students can meet and exceed the demanding Common Core State Standards. We strive to meet the individual needs of our students through the use of on-going assessments, followed by direct, interactive group instruction and AVID implementation all coupled with appropriate interventions. Curricular focal points include; complete implementation of the adopted reading and math program, and our accelerated reading program successfully implemented in all the classrooms including our Special Day Class and our two Severely Handicapped class. Technology is integrated throughout all curricular areas and its use reflects the school's innovative approach to teaching and progressive learning.

We are especially proud of our school programs which include; Dual Language Immersion, Designated ELD, GATE/Fast, Mainstream, Special Education, Music, Physical Education, AVID and After School Program. Positive Behavior Intervention Support (PBIS) is embedded throughout the day in all aspects of the learning environment. Integration of these programs and strategies into our daily instructional program has the potential of increasing our students' determination as they strive to do better.

The mission of Myrtle Avenue School is to promote the academic, social and physical development of our students in a safe, positive learning environment. Our students not only excel academically, but are also learning about respect, ethical values, and social skills, which Myrtle Avenue School considers to be important components for our students to master. Through the implementation of PBIS and positive activities we continue to foster an environment where students feel safe, comfortable and. respected . We ensure that students are always willing to take risks as they maintain academic growth.

As principal, I will continue to provide support and instructional leadership, for our entire staff, by creating and maintaining a clear focus on student learning and character development.

Mission Statement

Myrtle Avenue Elementary School's mission is to promote the academic, social and physical development of our students in a safe, positive learning environment.

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

Grade Level	Number of Students
Grade 4	175
Grade 5	160
Grade 6	156
Grade 7	3
Grade 8	3
Total Enrollment	497

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	98
White	1.6
Socioeconomically Disadvantaged	94.6
English Learners	55.9
Students with Disabilities	9.5
Foster Youth	0.4
Homeless	2.2

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	21	21	21	116
Without Full Credential	1	1	2	22
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*	1	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: August 19, 2019

Lamont School District sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks in the core subject areas. Lamont School District held a Public Hearing on November, 2016, and determined that each school within the district has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California Common Core State Standards and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

Supplementary materials provide enrichment and extension activities, while instructional techniques and strategies are utilized in all grade levels. We are also using the Accelerated Math, Accelerated Reading, Common Core Standards Plus, programs in our classrooms as needed. Textbooks continue to be purchased on a yearly basis according to the adoption cycle and grade level needs. The table displays information collected in August 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys - ELA/ELD Adopted 2016	Yes	0.0%
Mathematics	Macmillan/ McGraw Hill California Math for 6th grade Adopted 2015 McGraw Hill My Math for 4th - 5th grade Adopted 2015	Yes	0.0%
Science	Harcourt School Publishers Adopted 2007 Holt Rinehart Adopted 2007	Yes	0.0%
History-Social Science	Pearson Scott Foresman Adopted 2006 Pearson/Prentice Hall Adopted 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is a source of pride within our community. In order to facilitate learning in a safe environment: Our 24 classrooms are always clean and are kept in outstanding condition.

A maintenance supervisor and four maintenance staff members keep our cafeteria and classroom facilities well-maintained. Two maintenance staff members work during the day to take care of daily needs and two work in the evenings to ensure clean classrooms for the subsequent school day.

Our school is painted regularly and graffiti is removed immediately for all areas.

Our school is fully fenced and gates are locked during school and evening to ensure a safe and orderly campus. In addition; all classrooms are locked during instructional time. All visitors must sign in at the office and wear Roadrunner Name Tags to identify them as authorized visitors. Yard duty staff monitors student behavior before school and at lunch, at times assisted by parent volunteers. Teachers also supervise students at recess and after school to ensure campus safety.

Student safety on the bus is always a concern. School bus safety is monitored by our bus drivers, and tickets are issued to students who do not follow the rules for safety. Depending on the infraction, parents are notified and students may receive a warning and be removed from the bus for 10 days or permanently.

After school safety is also provided via our After School Program. Our After School Program runs until 6 p.m. and is staffed by Boys and Girls trained tutors and supported by a lead teacher and an Academic Interventions Coach.

Myrtle Avenue takes pride in supporting students in a safe and orderly environment. An interruption to the safe environment is addressed quickly. Our Safe School Plan is re-written/edited and updated every year. We also have a behavior specialist who works with students who are potential behavioral risks to the overall positive social environment of our students. The motto at our school is to prevent escalation of student to student conflict before they arise. We implement the PBIS framework to ensure and provide positive reinforcement for our students.

Date of Last Update Review of the Safety Plan with Staff: December 2017

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: 7/26/2019

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	38	39	30	34	50	50
Mathematics (grades 3-8 and 11)	26	25	21	23	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	488	482	98.77	1.23	38.80
Male	219	216	98.63	1.37	34.26

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	269	266	98.88	1.12	42.48
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	478	473	98.95	1.05	38.69
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	462	457	98.92	1.08	38.29
English Learners	340	337	99.12	0.88	37.39
Students with Disabilities	34	34	100.00	0.00	14.71
Students Receiving Migrant Education Services	69	68	98.55	1.45	41.18
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	487	480	98.56	1.44	25.00
Male	219	216	98.63	1.37	26.39
Female	268	264	98.51	1.49	23.86
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	477	470	98.53	1.47	25.11
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	461	456	98.92	1.08	24.56
English Learners	339	337	99.41	0.59	22.85
Students with Disabilities	34	34	100.00	0.00	5.88
Students Receiving Migrant Education Services	69	68	98.55	1.45	25.00
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	11.2	35.0	34.4

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)

Parent Involvement

PARENTS ARE ALWAYS WELCOME! Parents and community members take an active role in supporting Myrtle Avenue students and programs. Parents help plan and evaluate programs and school improvements. They elect School Site Council and English Language Advisory Committee representatives. Parents review curriculum improvement plans and supplemental material to support improvements. Programs that help children improve regular school attendance and prepare for high school are important concerns to parents and are discussed at parent meetings. Throughout the year parents are given the opportunity to attend the various academic, music and athletic assemblies as we recognize student progress and participation.

Parents are invited to attend different activities throughout the school year. Five times a year, parents are invited to have coffee and pastries with the principal in an informal setting that is parent-oriented. Each meeting has a specific theme that is addressed depending on the community and student needs but community members are encouraged to discuss any concerns or ideas that may arise. Parents are always invited to help in our classrooms, with playground supervision, fund raising activities or athletic events and practices.

Parent Educational Nights are tailored to assist parents in helping their students obtain academic success. These meetings are offered at least four times during the school year. The meetings focus on core subjects such as language arts and math as well as discipline and emergency guidelines and the end of the year state assessment. Through these meetings parents gain expertise on how to better assist their students at home. AVID Walkthroughs help parents to see how these strategies are implemented in the classrooms.

Parents, staff and community members are active participants in developing and monitoring our action plan to improve our school. Over 90% of our parents attend Parent/Teacher Conferences. Parents attend student programs and support fund raisers. Through these activities, parents support their children and help improve the quality of curriculum and instruction in our 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	0.7	0.9	2.2	1.7	2.5	1.2	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)

We make great efforts in making sure our students are safe and feel safe while at school. The School safety committee has developed a Comprehensive School Safety Plan to address the safety and societal related concerns of our students and staff.

In keeping our schools safe we employ the following procedures:
Teachers instruct and demonstrate safety to their students

The school holds at least one of each of the following every year: intruder on campus, fire and earthquake drills monthly and a bus evacuation drill each year

The Emergency procedures handbook is reviewed with staff in detail at the beginning of the school year and reviewed throughout the year.

CPR training is provided by the school nurse to all staff on a yearly basis, with over ½ of the staff certified

The office manager and office clerks are CPR trained and re-certified each year

We follow the plan established by The Safe School Committee and approved by the board.

All visitors must check in at the front office and wear a visitor's pass

Parents must check out their child through the front office and get a student release slip, before picking up their child in their classroom

The school is fenced, with all gates locked during school hours

Classroom doors are always locked and closed.

Ten staff members, Certificated and Classified, on yard duty supervise students during, morning recess and lunch recess

Staff assist students to cross the street safely; one in the morning and two at the end of the school day.

Our custodial/maintenance staff maintain a safe and clean campus. They conduct regular maintenance and repairs and remove graffiti as soon as it is found. They also clean classrooms and restrooms on a daily basis and clean all spills as well as maintain facilities with the necessary daily supplies.

Date of Last Update/Review of Safety Plan with Staff: February 2019

Myrtle Avenue Elementary is one of three elementary schools in the Lamont Elementary School District. During the 2017-2018 school year, 512 fourth through eighth grade students were enrolled at the school, with classes arranged on a modified year-round calendar.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,184.03	\$1,785.16	\$5,398.88	\$88,891.13
District	N/A	N/A	\$7,492.71	\$84,222.58
Percent Difference - School Site and District	N/A	N/A	-32.5	5.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-32.7	13.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, Lamont Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- TDIA (Teacher Directed Intervention Acceleration) after school tutoring provided by teachers.
- TOSAs (Teacher on Special Assignment) provide academic coaching to instructional staff and to assist with the implementation of programs.
- PBIS district coordinator to assist with PBIS implementation and support
- After School Program
- After School math lab to assist students who are struggling in math
- Saturday School Tutors
- Mini Corps (Migrant) Tutors
- Family Advocate
- Attendance Advocate to assist with improving school attendance
- Behavior Specialist to assist with positive activities and to work with at risk students' on social skills
- English Language Development Winter Academy
- Intervention Programs
- Family Resource Center
- Winter Academy
- Summer Academy/CAMP Blast
- Library clerk provides library services
- Severely Handicapped teacher to meet the needs of our severely handicapped students
- Migrant Extended Day
- Reading Lab Instructional Aides
- Accelerated Reader for Reading Comprehension
- Computer lab is available throughout the day (to help improve students' computer skills)
- All classrooms are equipped with a Chromebooks or an iPad cart

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,052	\$49,378
Mid-Range Teacher Salary	\$74,194	\$77,190
Highest Teacher Salary	\$88,588	\$96,607
Average Principal Salary (Elementary)	\$128,107	\$122,074
Average Principal Salary (Middle)	\$129,909	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,000	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	4%	6%

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	1	1	1

The district provides opportunities for professional development throughout the school year. For the past three years the district has provided two all-day staff development days each year. Sessions can go for a full day covering topics such as transition to Common Core and Professional Learning Communities to specific learning strategies. In recent years, the district has been emphasizing professional development on educational technology and reading foundational skills. In addition, this year the district is providing an overview of ELD standards in relation to Designated/Integrated Time.

The need for targeted staff development in reading became evident after reviewing district benchmarks and ELPAC reading data. We have been providing reading staff development throughout the year with an emphasis on English Language Development. Also, throughout the year, teachers are encouraged to attend workshops addressing areas such as math and reading strategies, special education, GATE and AVID. These professional developments include two-Way conferences, CAFE conferences, SST overview training, PBIS Trainings and school visits, LETRS training, Numbers, (Math), training, NGSS overview, and AVID Summer Institute. This is supported by our School Plan for Student Achievement (SPSA). Our para-professionals are also encouraged to attend workshops or in-services that will provide them with additional support and strategies. Our staff is supported in the implementation of strategies by in-class coaching, teacher-principal meetings and data of student performance.

Professional Learning Communities (PLCs) planning time is held bi-monthly to analyze data, plan instruction/focus calendars, monitor student progress and evaluate program effectiveness in teaching the Language Arts, ELD, and Mathematics standards. The district instituted Professional Learning Communities with teams of teachers who have the same students. Teams meet at least once a week for an hour to support each other and collaborate about test scores, student achievement, instructional practices, etc. The school has already experience much success with this system.