

Quail Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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

Contact Information (Most Recent Year)

School Contact Information	
School Name	Quail Valley Elementary School
Street	37236 58th St. East
City, State, Zip	Palmdale, CA 93532-5461
Phone Number	(661) 533-7100
Principal	Donna Lebetsamer
E-mail Address	DMLebetsamer@palmdalesd.org
Web Site	www.palmdalesd.org/Domain/517
Grades Served	K-6
CDS Code	19 64857 6115273

District Contact Information	
District Name	Palmdale Elementary School District
Phone Number	(661) 947-7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (Most Recent Year)

The mission of Quail Valley is:

Quail Valley; a safe, nurturing, and positive environment where teachers and parents empower students to be active learners and creative thinkers.

Quail Valley is one of 26 schools in the Palmdale School District. It is a K-6 school located at Avenue S and 58th Street East. The school population is very diverse in its educational background, economic, cultural, and social characteristics. Our population is approximately 729 students with 73% of the population Hispanic or Latino, 22% African American and 5% other. It is a walking school with bus services limited to Special Education students only. Quail Valley is a School wide Title 1 school with 91% of students on free or reduced lunch. 28% of our student population has been identified as Limited English Proficient. The predominant language spoken by our bilingual students is Spanish. All of our teachers have their CLAD or SDAIE certification. Quail Valley is in Program Improvement, Year 5. Our school implemented the Breakfast in the Classroom program in the 2014-15 school year.

Our school has 1 Principal, 1 Assistant Principal, 25 regular classroom teachers, 3 Special Day Class teachers, 1 Learning Support Teacher, 2.5 Resource Specialists, 1 Speech Pathologist, 1 Psychologist, 1 Secretary, 1 Health Aide, 1 Parent Liaison 1 Media Technician, 1 half-time Librarian, and 1 half -time Bilingual Clerk.

Our campus houses a computer lab, library, teacher workrooms, teachers' lounge, cafeteria with stage, media center, office area, health room, sports pavilion, and 12 manufactured buildings.

Quail Valley prepares students for the "21st Century". We ensure that students acquire the skills for accessing, processing, and communicating information that enables and inspires them to become life-long learners with the ability to adjust to a rapidly changing world. Quail Valley is a technologically advanced school that integrates technology into the curriculum. Every classroom has student computers, a document camera, and a SmartBoard for instructional purposes. Technology is as common to the process of education as pencil and paper. Students, staff, parents, and the community contribute and utilize their combined talents and resources to implement this integration. Technology is a tool that supports and enhances curriculum and student achievement. Technology assists our students in going above and beyond the limitations of traditional teaching in the classroom.

Our Vision is: Learn for today! Succeed for life!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	123
Grade 1	92
Grade 2	97
Grade 3	122
Grade 4	139
Grade 5	86
Grade 6	109
Total Enrollment	768

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	22.4
American Indian or Alaska Native	0.1
Asian	0.8
Filipino	1
Hispanic or Latino	71.7
Native Hawaiian or Pacific Islander	0.1
White	3.5
Two or More Races	0.3
Socioeconomically Disadvantaged	87.2
English Learners	27.2
Students with Disabilities	15
Foster Youth	4.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	30	32	24	664
Without Full Credential	0	0	0	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	72.4	27.6
All Schools in District	76.4	23.6
High-Poverty Schools in District	76.4	23.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

All students are provided with appropriate textbooks in each curriculum area.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 ELA/ELD: Houghton Mifflin Medallions 2010 7-8 ELA: Pearson Literature California 2010 7-8 ELD: Pearson Language Central 2010 4-8 Core Replacement: Cambium Learning Group - Language! 2010	Yes	0
Mathematics	Math K-5: Engage New York Math 2015 Math 6 – 8: Houghton Mifflin Math Big Ideas 2015	Yes	0
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	Yes	0
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	Yes	0
Foreign Language	7-8: Pearson Learning 2011	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

A priority of Quail Valley School is to provide a safe, secure, and clean environment for learning. It is our goal to maintain our classrooms and restrooms in a clean and orderly manner. Teachers and staff make every effort to keep students safe on school grounds before, during, and after the school day. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. We take pride in keeping our school grounds and buildings maintained on a regular basis. Our staff monitors the hallways and restrooms throughout the school day. The district’s goal is to make necessary repairs as quickly as possible to keep the facilities safe and in working condition. A work order process is in place to assist in providing these services. We are proud of the excellent condition of our campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	25	30	44
Mathematics	16	19	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	128	125	97.7	53	24	18	6
	4	139	136	97.8	63	14	13	10
	5	89	86	96.6	44	22	23	10
	6	105	102	97.1	40	35	22	3
Male	3		69	53.9	59	17	17	6
	4		76	54.7	75	12	11	3
	5		51	57.3	53	20	24	4
	6		51	48.6	55	31	14	0
Female	3		56	43.8	45	32	18	5
	4		60	43.2	47	17	15	20
	5		35	39.3	31	26	23	20
	6		51	48.6	25	39	29	6
Black or African American	3		29	22.7	48	31	14	7
	4		37	26.6	70	16	8	5
	5		18	20.2	50	28	11	11
	6		16	15.2	69	25	6	0
Asian	3		1	0.8	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.0	--	--	--	--
Filipino	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	2.2	--	--	--	--
	6		3	2.9	--	--	--	--
Hispanic or Latino	3		85	66.4	54	21	20	5
	4		95	68.3	60	14	15	11
	5		63	70.8	46	22	25	6
	6		76	72.4	36	37	25	3
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
White	3		6	4.7	--	--	--	--
	4		3	2.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		5	4.8	--	--	--	--
Two or More Races	3		1	0.8	--	--	--	--
	6		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		106	82.8	50	25	20	5

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		119	85.6	64	13	13	9
	5		64	71.9	44	23	27	6
	6		89	84.8	42	35	20	3
English Learners	3		40	31.3	50	25	18	8
	4		31	22.3	74	13	6	3
	5		19	21.3	68	21	11	0
	6		21	20.0	81	19	0	0
Students with Disabilities	3		19	14.8	100	0	0	0
	4		28	20.1	96	4	0	0
	5		7	7.9	--	--	--	--
	6		16	15.2	88	6	6	0
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	128	126	98.4	52	25	18	5
	4	139	137	98.6	53	34	11	1
	5	89	86	96.6	57	29	8	6
	6	105	102	97.1	51	34	14	1
Male	3		70	54.7	54	20	20	6
	4		77	55.4	57	35	8	0
	5		51	57.3	61	29	4	6
	6		51	48.6	59	27	14	0
Female	3		56	43.8	48	32	16	4
	4		60	43.2	48	32	15	3
	5		35	39.3	51	29	14	6
	6		51	48.6	43	41	14	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3		30	23.4	47	27	23	3
	4		38	27.3	63	32	3	3
	5		18	20.2	56	39	0	6
	6		16	15.2	81	19	0	0
Asian	3		1	0.8	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.0	--	--	--	--
Filipino	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	2.2	--	--	--	--
	6		3	2.9	--	--	--	--
Hispanic or Latino	3		85	66.4	51	28	16	5
	4		95	68.3	49	36	13	1
	5		63	70.8	62	27	10	2
	6		76	72.4	45	39	14	1
Native Hawaiian or Pacific Islander	3		1	0.8	--	--	--	--
White	3		6	4.7	--	--	--	--
	4		3	2.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		5	4.8	--	--	--	--
Two or More Races	3		1	0.8	--	--	--	--
	6		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		107	83.6	52	24	19	5
	4		119	85.6	56	31	10	2
	5		64	71.9	59	30	8	3
	6		89	84.8	53	31	15	1
English Learners	3		40	31.3	48	35	10	8
	4		31	22.3	68	19	10	0
	5		19	21.3	79	16	5	0
	6		21	20.0	86	14	0	0
Students with Disabilities	3		19	14.8	95	5	0	0
	4		28	20.1	93	7	0	0
	5		7	7.9	--	--	--	--
	6		16	15.2	94	6	0	0
Students Receiving Migrant Education Services	3		1	0.8	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	25	23	34	48	48	49	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	34
Male	34
Female	35
Black or African American	28
Asian	--
Filipino	--
Hispanic or Latino	32
White	--
Socioeconomically Disadvantaged	--
English Learners	12
Students with Disabilities	28
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.40	26.70	19.80

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Quail Valley encourages parents to actively participate in the Parent Teacher Organization (PTO), School Site Council (SSC), and English Learner Advisory Council (ELAC). These groups meet on a regular basis and provide vital support and feedback which aids Quail Valley in meeting the needs of all students. The PTO is led by a President and consists of board members including parents and school staff. The PTO provides our community the opportunity to support and participate in the functions and activities of the school. Active participation in the decision making process of Quail Valley occurs when parents join SSC or ELAC. Parents are informed of school functions through the Blackboard Connect phone program which communicates information in both English and Spanish and through Peachjar, an email program for families that sends eflyers to keep them informed of various activities at the school. Parent workshops around school issues and family support issues are held at the school on a regular basis depending on parent need. District parent workshops are also available to Quail Valley parents. Parents are also encouraged to assist teachers, and volunteer in the classroom.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.70	7.63	5.70	7.14	6.41	5.58	5.07	4.36	3.80
Expulsions	0.00	0.11	0.00	0.05	0.05	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our Emergency Preparedness Plan addresses actions and procedures that might occur during a major disaster, school fire, school intrusion, and other incidents that require quick and decisive action. Practice and briefings to teachers, staff, and students on these procedures occur on a regular basis. The Emergency Preparedness Plan is reviewed and updated regularly. Copies of The Emergency Preparedness Plans are available for reference in every classroom. The Emergency Preparedness Plan was most recently reviewed and revised in August 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	24
Percent of Schools Currently in Program Improvement	N/A	88.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		4		24		4		27		10	
1	29		3		31		2		27		6	
2	27	1	4		27	1	4		24	2	6	
3	26	1	3		22	2	4		24	2	8	
4	26	1	4		26	1	3		23	4	8	
5	32		3		28		4		32		4	
6	31		4		34			3	33		2	6

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$311.34	\$276.91	\$34.43	\$62,531.34
District	N/A	N/A	\$85.08	\$67,409
Percent Difference: School Site and District	N/A	N/A	-59.5	-5.7
State	N/A	N/A	\$5,348	\$72,993
Percent Difference: School Site and State	N/A	N/A	-99.3	-11.7

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

Types of Services Funded (Fiscal Year 2014-15)

- Resource - Instructional program for students based on individual learning needs of qualifying students based on an Individual Education Plan (IEP).
- Adaptive PE - Modified Physical Education Program based on individual physical needs of qualifying students based on an Individual Education Plan (IEP).
- Speech - Instructional program for speech and language development based on individual needs of qualifying students based on an Individual Education Plan (IEP).
- Special Day Class (SDC) - Special Education Services are delivered in a self contained classroom for the majority of the day. Individual students are mainstreamed to regular education programs as appropriate and specified in an Individual Education Plan (IEP).
- GATE - Gifted and Talented Education for identified students.
- Title 1 - Targeted academic assistance for students identified at-risk in the areas of reading and/or math
- EIA/LEP - English Language Development for students identified as English Language Learners.
- Migrant Education - Supplemental education services for students whose families qualify as migrant.
- Foster Students - Supplemental education services for students identified as living in Foster Families.
- Clinic - Targeted assistance program during the school day that provide additional learning opportunities for all students.
- Extended Learning Opportunities - Before or after school programs that are available to students for remediation.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,620	\$43,091
Mid-Range Teacher Salary	\$64,831	\$70,247
Highest Teacher Salary	\$77,482	\$89,152
Average Principal Salary (Elementary)	\$106,769	\$112,492
Average Principal Salary (Middle)	\$104,400	\$116,021
Average Principal Salary (High)		\$117,511
Superintendent Salary	\$195,000	\$192,072
Percent of Budget for Teacher Salaries	36%	41%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Teachers meet frequently within and across grade levels in lesson study and grade specific institutes to plan and discuss what they are doing and how to coordinate instruction. A teacher survey is taken at the end of the school year that guides site professional development and in-service selection decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on academic content standards, the California Standards for the Teaching Profession, and research-based practices.

Educational Services, Special Education, English Learners, Student Assessment and Accountability, and Teacher Support departments participate in the planning and implementation of District staff development activities. Courses are offered throughout the year on week nights and Saturdays.

Trainings are also offered during the summer months on content specific and professional areas such as SIOP, Teacher Leaders, English Language Arts, mathematics workshops, unpacking standards, and intervention programs. Administration training focuses on the development of learning communities.

Conference and convention attendance, in-service meetings and staff collaboration offers additional opportunities for professional growth. Teachers observe other professionals, engage in peer coaching and work with mentors and grade level or departmental colleagues.