

Yucca Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Yucca Elementary School
Street	38440 2nd Street East
City, State, Zip	Palmdale CA 93550-3603
Phone Number	(661) 273-5052
Principal	Pamela Egbert/Qiana O'Leary
E-mail Address	paegbert@palmdalesd.org
CDS Code	19-64857-6021208

District Contact Information	
District Name	Palmdale Elementary
Phone Number	(661) 947-7191
Web Site	www.palmdalesd.org
Superintendent	Pauline Winbush, Interim
E-mail Address	DJNardi@palmdalesd.org

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

Palmdale School District Mission Statement

The mission of the Palmdale School District is to provide each child with a rigorous and relevant academic education, a safe learning environment and the knowledge, skills and attitudes necessary for success in the 21st Century.

Yucca Elementary is a K-6 Title I school in the Palmdale School District, located on the east side of Palmdale. Yucca Elementary was built in 1955 and is one of the oldest schools of the twenty-six schools in the Palmdale School District. It is located in the center of town in a low socio-economically disadvantaged community. Yucca serves a diverse and transient community of approximately 900 learners in grades Kindergarten through 6th of which approximately 97% or more are eligible for free and reduced lunch. 73% of the student population is Hispanic/Latino; the African American population comprises 18%; Caucasian is 3% and other comprises 1%. Yucca's English Language Learner population is over 40%.

Yucca has thirty - six classroom teachers, Resource teachers and a speech and language teacher on staff that are fully credentialed. The teachers and support staff have received training in the Common Core Standards and we are currently implementing all components of these standards as part of our commitment to preparing students for the 21st Century. Our staff works diligently to ensure that our reading instruction is uninterrupted while using a variety of teaching modalities to address the learning styles of all students. Yucca provides students with a before and after school intervention program, reading and math tutoring, a computer lab, and other community activities that are designed to enhance personal and academic growth.

Yucca's School Plan offers the on going opportunity for teachers to plan, implement, monitor and evaluate a meaningful standards-based curriculum for all students.

The school's goals, objectives and activities have been identified and written in part, based on needs expressed through teacher, student and parent surveys. Also used to guide instruction is the analysis of CST results which are reflective in the state API and federal AYP scores. These goals, objectives and activities are established to improve instruction at Yucca, and to provide students an opportunity to meet grade level, district and state standards.

The Principal, Assistant Principal, Learning Support Teacher, in collaboration with the Guiding Coalition Team, and School Site Council, developed the plan and will continue to work towards the ongoing implementation, evaluation and revision of this plan.

The Yucca School community is committed to promoting a positive learning environment that fosters and nurtures a love of life-long learning for all students. Our mission is to help all students:

- develop and maintain oral language proficiency
- master basic skills
- develop critical thinking skills
- demonstrate respect for self and others
- become productive citizens
- maintain cognitive engagement in all academic areas

We are a school that believes that all children will:

- reach their full potential
- develop respect for self and others
- become productive citizens

A successful school experience is the foundation to life-long learning. Recognizing this, we commit to providing a safe, healthy, and caring environment.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Yucca Elementary strives to provide a welcoming environment which encourages parent and community involvement. Parents and community members play an important role in the implementation of all educational programs at our school. Parents are also involved in school governance through our School Site Council, School Leadership, and English Language Advisory Committee (ELAC).

The School Site Council (SSC) meets eight times a year and consists of parents, teachers, staff members, and administration. The purpose of this committee is to review and assess the effectiveness of the Yucca School Accountability Plan. All parents and community members are welcome to attend. The English Learner Advisory Committee or ELAC meets monthly to advise the staff and administration on programs and services for English learning students. Back to School Night, Family Nights, Parent Academy and Semester Award Ceremonies are also highly attended by Yucca parents and give Yucca students opportunities to shine in their academic and behavioral efforts. In order to make all parents feel welcome, Yucca provides translators on site for those who are not native English-speakers.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	25	25	21	41	44	42	54	56	55
Mathematics	41	38	34	47	49	43	49	50	50
Science	19	19	21	50	54	48	57	60	59
History-Social Science	N/A	N/A	N/A	36	42	38	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	43	48	N/A
All Student at the School	21	34	21	N/A
Male	20	34	24	N/A
Female	23	34	16	N/A
Black or African American	19	28	6	N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	22	36	25	N/A
Native Hawaiian/Pacific Islander				N/A
White	26	30		N/A
Two or More Races	14	29		N/A
Socioeconomically Disadvantaged	21	34	20	N/A
English Learners	11	30	8	N/A
Students with Disabilities	11	29		N/A
Students Receiving Migrant Education Services	6	39		N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3	17.5	6.3

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	1	1	1
Similar Schools	3	3	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-8	-11	-3
Black or African American		23	-12
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	-16	-1
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-8	-12	-1
English Learners	-3	-20	9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	502	648	14,833	744	4,655,989	790
Black or African American	85	626	2,305	695	296,463	708
American Indian or Alaska Native	3		89	727	30,394	743
Asian	1		115	850	406,527	906
Filipino	3		218	854	121,054	867
Hispanic or Latino	381	655	10,548	746	2,438,951	744
Native Hawaiian/Pacific Islander	0		23	773	25,351	774
White	18	601	1,121	795	1,200,127	853
Two or More Races	8		248	722	125,025	824
Socioeconomically Disadvantaged	494	648	12,561	731	2,774,640	743
English Learners	275	641	5,679	714	1,482,316	721
Students with Disabilities	63	548	1,946	590	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1997-1998	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	25
Percent of Schools Currently in Program Improvement	---	92.6

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	126
Grade 1	138
Grade 2	132
Grade 3	121
Grade 4	125
Grade 5	127
Grade 6	117
Total Enrollment	886

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	20.7	White	3.7
American Indian or Alaska Native	1.0	Two or More Races	1.7
Asian	0.1	Socioeconomically Disadvantaged	97.2
Filipino	0.5	English Learners	47.6
Hispanic or Latino	71.6	Students with Disabilities	6.8
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27.4	0	5	0	34.3	0	0	4	32		3	1
1	29.2	0	5	0	23.3	1	6	0	23	1	5	
2	27.4	0	5	0	27.6	0	5	0	22	1	5	
3	28.5	0	4	0	27	0	5	0	30		4	
4	28	1	4	0	25.4	1	4	0	25	1	3	1
5	23.4	1	4	0	21.3	2	4	0	21	2	4	
6	24.4	1	4	0	22.8	1	4	0	23	1	4	
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Yucca School Safety Plan encompasses all aspects of safety on campus. Included are: a responsibility plan for staff members during an emergency, a dispersal and organizational plan, school personnel responsibilities, various plans for different types of emergencies such as fire and earthquake. The school staff received a copy of the Yucca Safety Plan along with the Site Emergency Preparedness Plan. Under the leadership of the principal, assistant principal, and the site safety committee meet monthly to make decisions regarding strategies to improve the safety of the school, students, staff, and visitors. All teachers have received in-service training to review safety guidelines and expectations. Yucca executes a monthly fire drill, drop and cover drill, and yearly disaster drill.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	19.47	11.05	24.62	14.14	17.14	15.98
Expulsions	0.42	0.11	0	0.69	0.43	.08

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Yucca School takes pride and strives to provide a safe, secure and clean environment for learning. School gates and entrances are locked during school hours. Yucca complies with the district's secure campus policy in order to ensure the safety of our staff and students. Parents, volunteers and community members must sign in at the front lobby before visiting during school hours. Students are supervised at the front gate as they come in and onto the playground by our noon duty supervisors, administrators and teachers. Bathroom facilities are checked every morning and systematically throughout the day for cleanliness, supplies and repairs. Our nighttime custodial staff performs basic cleaning operations throughout the school on a regular basis.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: Dec 2013				
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 Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	40	36	36	812
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	99.4	0.6
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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
Resource Specialist		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012-June

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	K-6: Scott Foresman-Addison Wesley enVision Math California 2009 7: Prentice Hall Pre-Algebra California Edition 2009 8: Prentice Hall Algebra California Edition 2009	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

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$275.25	\$205.40	\$69.84	\$51,245.86
District	---	---	\$85.08	\$65,654
Percent Difference: School Site and District	---	---	-17.9	-21.9
State	---	---	\$5,537	\$70,193
Percent Difference: School Site and State	---	---	-98.7	-27.0

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Yucca School receives funds from many sources that provide staff with new materials, equipment and training. These funds also allow Yucca School to provide after school intervention programs, Instructional Aides, RTI(Response to Intervention) and a student behavior interventionist. Funding sources include: Title I, EIA/LEP, and EIA/SCE. EIA/LEP monies are currently only available to pay for support staff.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,094	\$41,451
Mid-Range Teacher Salary	\$63,873	\$67,655
Highest Teacher Salary	\$76,393	\$85,989
Average Principal Salary (Elementary)	\$107,083	\$108,589
Average Principal Salary (Middle)	\$108,445	\$111,643
Average Principal Salary (High)	\$0	\$110,257
Superintendent Salary	\$218,093	\$182,548
Percent of Budget for Teacher Salaries	36.6%	41.8%
Percent of Budget for Administrative Salaries	5.1%	5.5%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Teachers meet frequently within and across grade levels in professional learning communities and lesson studies to plan and discuss Common Core standards, Instructional Units and 21st Century Skills. A teacher survey is taken at the end of the school year that guides site professional development decisions. Student data is also used to determine professional development offerings. Sites design specific professional development based on the Common Core 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 and teacher supervision of Common Core Standards.

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.