

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Yucca Elementary School	<b>District Name</b>	Palmdale Elementary
<b>Street</b>	38440 Second Street East	<b>Phone Number</b>	(661) 947-7191
<b>City, State, Zip</b>	Palmdale CA 93550-3603	<b>Web Site</b>	<a href="http://www.psd.k12.ca.us/">http://www.psd.k12.ca.us/</a>
<b>Phone Number</b>	(661) 273-5052	<b>Superintendent</b>	Roger Gallizzi
<b>Principal</b>	Kimberlee Shaw	<b>E-mail Address</b>	<a href="mailto:rmaldonado@palmdalesd.org">rmaldonado@palmdalesd.org</a>
<b>E-mail Address</b>	<a href="mailto:ksshaw@palmdalesd.org">ksshaw@palmdalesd.org</a>	<b>CDS Code</b>	19-64857-6021208

### School Description and Mission Statement (School Year 2009-10)

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

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 700 learners in grades Kindergarten through 6th of which approximately 88% or more are eligible for free and reduced lunch. 83% of the student population is Hispanic/Latino; the African American population comprises 11%; Caucasian is 4% and other comprises 1%. Yucca's English Language Learner population is over 50%.

Yucca has twenty six classroom teachers on staff that are fully credentialed. The teachers and support staff have received training in the district adopted Houghton Mifflin Reading program and we are currently implementing all components of this program as a part of our commitment to improving students' reading and comprehension skills. 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 activities that are designed to enhance personal and academic growth.

Yucca School's Plan offers the ongoing opportunity 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 to provide students an opportunity to meet grade level, district and state standards.

The Principal, Assistant Principal, Instructional Coach, and Special Projects Teacher, in collaboration with the Principal's Leadership 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 2009-10)**

This section provides information about opportunities for parents to become involved with school activities.

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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, Open House and Trimester 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.

### **Student Enrollment by Grade Level (School Year 2009-10)**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	92
<b>Grade 1</b>	99
<b>Grade 2</b>	117
<b>Grade 3</b>	104
<b>Grade 4</b>	108
<b>Grade 5</b>	89
<b>Grade 6</b>	83
<b>Total Enrollment</b>	692

### Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14	White	4
American Indian or Alaska Native	1	Two or More Races	
Asian	0.29	Socioeconomically Disadvantaged	96
Filipino	2	English Learners	43
Hispanic or Latino	75	Students with Disabilities	16
Native Hawaiian/Pacific Islander			

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

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	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+
<b>K</b>	30.0	0	4	0	24.8	0	4	0	24.8	0	4	0
<b>1</b>	26.3	0	4	0	23.2	0	5	0	23.2	0	5	0
<b>2</b>	26.3	0	4	0	26.5	0	4	0	26.5	0	4	0
<b>3</b>	28.0	0	4	0	25.3	0	4	0	25.3	0	4	0
<b>4</b>	28.7	0	3	0	31.3	0	2	1	31.3	0	2	1
<b>5</b>	24.8	0	4	0	30.0	0	3	0	30.0	0	3	0
<b>6</b>	26.5	0	4	0	26.5	0	4	0	26.5	0	4	0

## III. School Climate

### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety 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 assistant principal, the site safety committee meets 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	13.2	6.0	15.3	11.6	18.9	25.6
<b>Expulsions</b>	0.7	0.0	0.0	0.5	0.3	0.3

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 on the playground by our yard 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 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	29	34	34	877
<b>Without Full Credential</b>	2	0	0	41
<b>Teaching Outside Subject Area of Competence</b>	0	0		---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
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	0	Yes
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	0	Yes
Science	K-6: Harcourt California Edition Science 2007 7-8: Holt, Rinehart, & Winston 2007	0	Yes
History-Social Science	K-6: Macmillan McGraw Hill 2007 7-8: McDougal Littell 2006	0	Yes
Foreign Language		0	Yes
Health			Yes
Visual and Performing Arts			Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$367.97	\$80.45	\$287.52	\$55,741.56
District	---	---	\$1,934	63,610
Percent Difference: School Site and District	---	---	0	-12
State	---	---	5,681	68,212
Percent Difference: School Site and State	---	---	-65	-18

## Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Yucca School receives funds from many sources that provide staff with new materials, equipment, and training. These funds also allow Yucca School to provide before and after school programs, Instructional Aides, RtI (Response to Intervention), and GATE supplies. Funding sources include: Title I, EIA/LEP, and ELAP.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35,094	41,988
Mid-Range Teacher Salary	63,873	68,649
Highest Teacher Salary	83,450	87,156
Average Principal Salary (Elementary)	107,405	109,026
Average Principal Salary (Middle)	109,413	112,489
Average Principal Salary (High)	0	113,872
Superintendent Salary	182,000	181,890
Percent of Budget for Teacher Salaries	30.3	42.5
Percent of Budget for Administrative Salaries	4.4	5.5

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	17	25	25	34	39	39	46	50	52
Mathematics	23	37	37	33	43	43	43	46	48
Science	23	35	35	35	44	44	46	50	54
History-Social Science	0	0	0	19	28	28	36	41	44

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	27	40	40	
Female	24	34	29	
Black or African American	18	27	*	
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	27	40	35	
Native Hawaiian/Pacific Islander				
White	29	38	*	
Two or More Races	12	25	*	
Socioeconomically Disadvantaged	26	37	35	
English Learners	15	26	17	
Students with Disabilities	29	38	*	
Students Receiving Migrant Education Services	*	*	*	

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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	2007	2008	2009
Statewide	1	1	1
Similar Schools	1	2	3

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	20	16	19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	17	23	27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	20	20
English Learners	25	-5	37
Students with Disabilities			67

## Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	672	726	767
Black or African American		675	686
American Indian or Alaska Native			728
Asian		862	890
Filipino		820	851
Hispanic or Latino	678	723	715
Native Hawaiian/Pacific Islander			753
White		795	838
Two or More Races		751	808
Socioeconomically Disadvantaged	671	709	712
English Learners	656	689	692
Students with Disabilities	652	569	580

### Adequate Yearly Progress

The federal NCLB Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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	---	21
Percent of Schools Currently in Program Improvement	---	75.0

## **XI. Instructional Planning and Scheduling**

### **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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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.