

Ocotillo Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <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 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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Ocotillo Elementary School
Street	38737 Ocotillo School Drive
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 947-9987
Principal	Larry Lueck
E-mail Address	lsueck@palmdalesd.org
Web Site	
CDS Code	19-64857-6021141

District Contact Information	
District Name	Palmdale Elementary
Phone Number	661.947.7191
Superintendent	Raul Maldonado
E-mail Address	djnardi@palmdalesd.org
Web Site	www.palmdalesd.org

School Description and Mission Statement (School Year 2016-17)

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.

Vision Statement: Ocotillo Elementary School provides a 21st Century world-class education which enables each child to be a self-motivated lifelong learner and a positive contributor to society.

Mission Statement: By addressing the needs of the total child, Ocotillo Elementary School develops academically and socially independent, self-motivated students who achieve excellence through rigorous standards in an engaging, encouraging atmosphere. Our students will be empowered to become literate life-long learners and responsible citizens.

Ocotillo Elementary School provides a curriculum that:

- Reflects real world experiences
- Immerses students in a rich learning environment
- Develops strong basic skills through project-based activities
- Allows all students to participate in a rigorous core curriculum based on state and district standards
- Provides opportunities for students to use a variety of higher level thinking skills

Ocotillo Elementary School is proud to have a highly trained and dedicated teaching staff offering a rigorous curriculum that is researched-based and proven to be highly effective. Teaching strategies focus on the various learning styles of our students to fully develop the academic, social, emotional and physical dimensions of every child.

Our current enrollment is 950 students in grades TK - 6. Ours is a diverse population. 75% of our students receive free or reduce lunches and we have a 20% mobility rate. Ocotillo supports eight grade levels with four and five classes per grade, and one Special Day classes for students in grade 3. Gifted students are clustered by grade level with teachers who have or are attaining an appropriate certification.

At Ocotillo Elementary School we believe the teacher is the greatest influence on a child at school, and the parent is the greatest influence in a child's life. Therefore, a strong home-school connection is essential. In addition, Ocotillo has a good rapport with local businesses that actively support school activities.

Technology is a priority at Ocotillo. Ocotillo has 3 computer labs, 8 mobile laptop computer carts (20 laptops per cart). Individual chrome book computers for seven classrooms in grades 3-6, and all classrooms have interactive whiteboards with student responders and student computers. Ocotillo's library houses more than 16,000 books.

As a unified staff and academic community, Ocotillo Elementary focuses its efforts on maintaining a positive learning environment. We believe in:

- A positive environment in which challenging, engaging, and meaningful, learning occurs
- A commitment and accountability to high standards
- Collaboration among teachers, students, parents and administrators
- A physically, emotionally and intellectually safe community
- Rewards and celebrations that inspire and encourage

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	147
Grade 1	128
Grade 2	140
Grade 3	161
Grade 4	145
Grade 5	163
Grade 6	136
Grade 7	5
Grade 8	7
Total Enrollment	1,032

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.9
American Indian or Alaska Native	1.2
Asian	1.7
Filipino	1.1
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.1
White	14.8
Two or More Races	1.8
Socioeconomically Disadvantaged	75.4
English Learners	18.2
Students with Disabilities	18.7
Foster Youth	2.8

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	46	54	36	810
Without Full Credential	0	1	0	31
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.8	19.2
All Schools in District	88.8	11.2
High-Poverty Schools in District	89.0	11.0
Low-Poverty Schools in District	61.9	38.1

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 2016-17)

Year and month in which data were collected: September 2015

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

Subject	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: Eureka/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 Ocotillo Elementary School is to provide a safe, secure, and clean environment for learning. All entrances to the school remain locked during school hours and visitors must check in with the office prior to entering the campus. Our custodial staff performs basic cleaning operations in each classroom and other school facilities every day. As it is our policy to maintain our classrooms and restrooms in a clean and orderly manner, our staff monitors hallways and restrooms on a regular basis. The District policy is to make necessary repairs as quickly as possible to keep the facility functioning safely. A work order process is in place to assist in providing these services.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
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 of the most recent FIT report: July 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	36	40	29	31	44	48
Mathematics	30	30	19	19	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	167	165	98.8	32.1
	4	151	151	100.0	30.5
	5	164	162	98.8	46.9
	6	137	133	97.1	55.6
Male	3	92	90	97.8	24.4
	4	71	71	100.0	26.8
	5	80	78	97.5	41.0
	6	69	67	97.1	43.3
Female	3	75	75	100.0	41.3
	4	80	80	100.0	33.8
	5	84	84	100.0	52.4
	6	68	66	97.1	68.2
Black or African American	3	33	32	97.0	21.9
	4	23	23	100.0	26.1
	5	22	21	95.5	23.8
	6	18	17	94.4	47.1
Hispanic or Latino	3	97	97	100.0	26.8
	4	97	97	100.0	26.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	111	111	100.0	45.0
	6	94	92	97.9	55.4
White	3	30	29	96.7	65.5
	4	19	19	100.0	47.4
	5	22	21	95.5	66.7
	6	21	21	100.0	61.9
Socioeconomically Disadvantaged	3	127	126	99.2	28.6
	4	112	112	100.0	26.8
	5	127	125	98.4	40.0
	6	98	95	96.9	48.4
English Learners	3	22	22	100.0	4.5
	4	29	29	100.0	6.9
	5	14	14	100.0	
Students with Disabilities	3	35	35	100.0	11.4
	4	21	21	100.0	9.5
	5	22	22	100.0	13.6
	6	28	27	96.4	18.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	167	165	98.8	31.5
	4	151	151	100.0	25.8
	5	164	162	98.8	25.9
	6	137	133	97.1	39.1
Male	3	92	90	97.8	26.7
	4	71	71	100.0	26.8
	5	80	78	97.5	28.2
	6	69	67	97.1	40.3
Female	3	75	75	100.0	37.3
	4	80	80	100.0	25.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	84	84	100.0	23.8
	6	68	66	97.1	37.9
Black or African American	3	33	32	97.0	25.0
	4	23	23	100.0	17.4
	5	22	21	95.5	23.8
	6	18	17	94.4	23.5
Hispanic or Latino	3	97	97	100.0	27.8
	4	97	97	100.0	23.7
	5	111	111	100.0	23.4
	6	94	92	97.9	38.0
White	3	30	29	96.7	51.7
	4	19	19	100.0	36.8
	5	22	21	95.5	42.9
	6	21	21	100.0	52.4
Socioeconomically Disadvantaged	3	127	126	99.2	27.8
	4	112	112	100.0	22.3
	5	127	125	98.4	19.2
	6	98	95	96.9	31.6
English Learners	3	22	22	100.0	9.1
	4	29	29	100.0	3.5
	5	14	14	100.0	
Students with Disabilities	3	35	35	100.0	5.7
	4	21	21	100.0	19.1
	5	22	22	100.0	9.1
	6	28	27	96.4	18.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60	62	65	48	49	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	171	169	98.8	65.1
Male	86	84	97.7	65.5
Female	85	85	100.0	64.7
Black or African American	23	22	95.7	59.1
Hispanic or Latino	115	115	100.0	60.0
White	24	23	95.8	87.0
Socioeconomically Disadvantaged	132	130	98.5	60.0
English Learners	18	18	100.0	16.7
Students with Disabilities	29	29	100.0	44.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.7	20.3	21.6

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 (School Year 2016-17)

Ocotillo Elementary School has an active and strong PTA (approximately 250 members) which provides many services for all students and teachers. Parents serve on our School Site Council (SSC), the English Language Advisory Committee (ELAC), African American Parent Advisory Committee (AAPAC), and the Gifted and Talented Education (GATE) Advisory Committee. Parents are also invited to volunteer in various capacities, including programs such as; Parenting Partners, Latino Literacy, and various parent workshops throughout the school year. Many parents in grades TK-6 also volunteer in the classrooms by helping teachers with everyday preparations for their classes. Ocotillo holds regular Family Nights to encourage families to learn and have fun together. We also hold an annual Readers Are Leaders Day and invite community members to read with our students and also to share their areas of expertise.

PTA can be contacted by email at ocotillopta@palmdalesd.org. The current president is Carleena Aguilera.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	4.0	3.4	6.4	5.6	5.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Ocotillo strives to provide a safe, secure, comfortable and clean environment for learning. Our school has a comprehensive Emergency Preparedness Plan and regularly practices its components to ensure that we are in a state of readiness should a situation arise. Fire drills are held monthly, while earthquake and lockdown drills are held each year. The Emergency Preparedness Plan is reviewed and updated annually. The Emergency Preparedness Plan was reviewed with staff on September 1, 2012 and October 18, 2012. Once a month staff reviews parts of the safety plan to ensure staff understanding. Adequate supplies and emergency equipment is on site and replenished and organized annually.

Ocotillo uses the BEST Behavior Expectations (Be Safe, Be Respectful, Be Responsible) and Capturing Kid's Heart (CKH), a positive behavior support program to ensure a Safe, Responsible and Respectful environment. Staff is motivated to use a classroom "Social Contract" to help monitor on-going positive behavior and use four positives for every one negative correction. Students are rewarded and praised for exhibiting appropriate behavior expectations.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	23
Percent of Schools Currently in Program Improvement	N/A	88.5

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	24	1	5		24	1	10		28	0	4	0
1	27		5		27		10		28	0	4	0
2	31		4		25		10		26	0	5	0
3	25	1	5		26	3	8		28	0	5	0
4	19	3	4		29		10		33	0	0	4
5	35			4	22	4	6	2	31	0	5	0
6	30		5		27	1	10		31	0	2	2
Other	8	5			8	3			9	10	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

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)	.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	3	N/A
Social Worker		N/A
Nurse	1	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$270.15	\$218.33	\$51.82	\$67,136.06
District	N/A	N/A	\$85.08	\$71,737
Percent Difference: School Site and District	N/A	N/A	-39.1	-0.4
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-99.0	-8.0

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

Types of Services Funded (Fiscal Year 2015-16)

Ocotillo Elementary School is able to provide all students with a rich and balanced curriculum. The following programs are funded to ensure that all students have full access to the core curriculum: Title 1 (funds for at-risk students), Intervention Program, English Learner Program, Special Education, Resource Specialist Program, Family Involvement Programs and School Improvement Program and Learning Specialist Teacher.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,935	\$44,573
Mid-Range Teacher Salary	\$69,045	\$72,868
Highest Teacher Salary	\$82,275	\$92,972
Average Principal Salary (Elementary)	\$110,473	\$116,229
Average Principal Salary (Middle)	\$108,565	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$200,850	\$201,784
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 in grade level Professional Learning Communities (PLC) and vertically across grade levels to analyze data, plan lessons focused on the Common Core State Standards (CCSS), coordinate instruction, and other student and education related topics. PLCs are an integral part of our professional development and teachers participate a least once a week with their PLC grade level teams with a focus on student learning and academic achievement. 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 (CSTP), 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 CCSS (Common Core State Standards), English Language Arts, Mathematics, AVID (Advancement Via Individual Determination), Rtl (Response to Intervention), PBS (Positive Behavior Support), and the learning-instruction process. Administration training focuses on the development of PLC and CCSS.

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. Conferences include CAFE (California Association of Bilingual Education), Mini-CAFE, Solution Tree - PLC Institutes, AVID, Leadership (ASB) Conference/Workshop, and Southern California Kindergarten Conference.