

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Ladera Elementary School	District Name	Tustin Unified School District
Street	2515 Rawlings Way	Phone Number	(714) 730-7301
City, State, Zip	Tustin, CA 92782	Web Site	www.tustin.k12.ca.us
Phone Number	(714) 730-7505	Superintendent	Gregory A. Franklin, Ed.D.
Principal	Derek Pinto	E-mail Address	gfranklin@tustin.k12.ca.us
E-mail Address	dapinto@tustin.k12.ca.us	CDS Code	30-73643-6118764

School Description and Mission Statement (School Year 2010-11)

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

Creating a positive learning environment with high expectations for all.

Opportunities for Parental Involvement (School Year 2010-11)

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

Ladera Elementary School is a Community of Learners, the community is comprised of students, teachers, administration, support staff and parents. Parental involvement at Ladera is of the utmost importance. Staff and parents work together to create an environment that enthusiastically welcomes and encourages parental involvement. Opportunities exist in all areas of the school for those who want to take a hands on approach to their child's educational experience. Our active PTO (Parent Teacher Organization) provides volunteer opportunities in a multitude of ways including, but not limited to, classroom volunteers, technology assistance, art and music programs (such as Art Masters) and Junior Great Books. Additionally, opportunities for involvement are found through our active School Site Council and various other school wide programs which foster collaboration between parents and the staff.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	60
Grade 1	73
Grade 2	66
Grade 3	75
Grade 4	48
Grade 5	82
Total Enrollment	404

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.5	White	51.5
American Indian or Alaska Native	0	Two or More Races	5.4
Asian	29	Socioeconomically Disadvantaged	5.7
Filipino	1.2	English Learners	14.4
Hispanic or Latino	10.4	Students with Disabilities	8.9
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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	25.5	0	2	0	31.5		1	1	15	4	0	0
1	19.7	3	0	0	23.5		2		30	0	2	0
2	19	2	0	0	29.5		2		31	0	3	0
3	20	5	0	0	31		1		30.5	0	2	0
4	35	0	0	1	29.5		2		33	0	0	1
5	35	0	0	1	30		1		32.3	0	2	1
Other	0	0	0	0								

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

III. School Climate

School Safety Plan (School Year 2010-11)

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.

The Safe School Plan was discussed with the faculty on November 16, 2011. The Safe School Plan was reviewed, updated and approved by the SSC on January 12, 2012.

Monthly emergency drills are held to practice various situations the school may face including fire, earthquake and other emergency drills. A comprehensive school plan with teams of staff members trained for specific duties is in place and a mock disaster drill is implemented on an annual basis for practice and continued training. Our school safety plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of school-wide dress code; procedures for safe ingress and egress; and orderly environment; rules and procedures on school discipline; and school safety goals and objectives. The school is a closed campus and all visitors and volunteers must sign in at the front office and wear a "visitor" badge while on campus as a form of identification.

Our campus is an orderly learning environment and staff members have high expectations for student behavior. School rules/expectations are review with students and parents at the beginning of each school year and parents receive a student handbook each September so the school rules/expectations can be reinforced at home. Behavior expectations are reinforced throughout the school year, through school-wide assemblies and classroom conversations.

Emergency radios with connections district-wide as well as bands to surrounding districts and emergency support from local sheriff and fire departments were added to school safety equipment in the coming year. Emergency backpacks and supplies will be replenished in the coming year as well (2011-12).

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	1.88	0.69	1.49	4.62	4.38	4.87
Expulsions	0	0	0	0.18	0.19	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

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
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: December 2011

Ladera Elementary School opened in 2001, as a newer facility, we have access to state of the art technology resources. Almost every classroom contains a SMART Board that is connected to the teachers' desktop and school-wide server. Additionally, every classroom in the main building contains a 32" TV that is connected to the teachers' desktop and school-wide server. Ladera's Computer Lab is equipped with 37 computers, a SMARTBOARD, a laser printer and a scanner. Additionally, the main hallways are equipped with computers. Students and teachers have access to the Internet and teachers correspond with parents via email on a regular basis. In addition, technology is used as a tool for instruction and students are taught a variety of skills including keyboarding, word processing, graphing and presentation skills. Students and staff use a networked catalog system to search for specific titles in our school library.

The facility inspection upon which this report was generated was completed on December 9, 2011.

School Facility Good Repair Status (School Year 2011-12)

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 Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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 Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	17	15	13	735
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage 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	99.52	0.48
High-Poverty Schools in District	99.03	0.97
Low-Poverty Schools in District	99.85	0.15

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff**Academic Counselors and Other Support Staff (School Year 2010-11)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.2	---
Social Worker	0	---
Nurse	.4	---
Speech/Language/Hearing Specialist	.5	---
Resource Specialist (non-teaching)	0	---
Other	.6	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

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 instructional 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: September 2011

On October 10, 2011, the Tustin Unified School District Board of Education verified by resolution that each student at Ladera Elementary School has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State Board of Education.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton Mifflin Reading: California, Medallion Edition (2010 is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Santillana Intensive English Teacher's Resource Kit and EL Achieve lesson plans are used as supplemental materials for English Language Learners.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks Textbooks and support materials are state-adopted and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Pupil Edition (2009) is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials In mathematics, we are using Math Pacing Guides developed through the University of California, Irvine Math Project, which provide standards-based alignment with our Houghton-Mifflin math text, as well as manipulative based, experiential learning activities.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District.</p> <p>Supplemental Textbooks and Materials Beckman@Science is the supplemental science curriculum used for grades K-5. This curriculum sequentially defines age appropriate skills and concepts within the Life, Earth, and Physical science standards. A science curriculum guide for each grade level contains lesson plans and is available for teachers to use for classroom instruction. Science Kits containing materials for the entire class to use are provided to each classroom on a trimester rotation schedule.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks Textbooks and support materials are state-approved and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the district.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%
Foreign Language			
Health	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in elementary school.</p> <p>Supplemental Textbooks and Materials</p>		
Visual and Performing Arts	Supplemental Textbooks and Materials		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,319	\$3,384	\$3,935	\$73,011
District	---	---	\$4,328	\$73,154
Percent Difference: School Site and District	---	---	-9.08%	-0.20%
State	---	---	\$5,455	\$69,207
Percent Difference: School Site and State	---	---	-27.86%	7.09%

* **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 webpage 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 webpage 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 2010-11)

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.

Ladera Elementary School receives funding for categorical programs that are available at our school site. These programs include Economic Impact Aid (EIA) and English Language Acquisition Program (ELAP). The school's Single Plan for Student Achievement (SPSA) identifies student need and addresses specifically how these categorical funds will support student learning.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,210	\$42,017
Mid-Range Teacher Salary	\$72,930	\$67,294
Highest Teacher Salary	\$97,074	\$86,776
Average Principal Salary (Elementary)	\$127,113	\$108,534
Average Principal Salary (Middle)	\$131,967	\$112,893
Average Principal Salary (High)	\$138,109	\$123,331
Superintendent Salary	\$252,906	\$226,417
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

IX. 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	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	84	91	80	64	66	68	49	52	54
Mathematics	94	96	91	58	60	64	46	48	50
Science	87	85	93	66	70	75	50	54	57
History-Social Science	N/A	N/A	N/A	55	59	63	41	44	48

* 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	68	64	75	63
All Student at the School	80	91	93	N/A
Male	76	90	90	N/A
Female	84	93	97	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	92	99	100	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	65	81	0	N/A
Native Hawaiian/Pacific Islander				N/A
White	77	89	91	N/A
Two or More Races	79	100	0	N/A
Socioeconomically Disadvantaged	67	87	0	N/A
English Learners	69	85	0	N/A
Students with Disabilities	44	76	0	N/A
Students Receiving Migrant Education Services				N/A

* 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 2010-11)

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 webpage 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	11.8	28.2	48.2

* 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.

X. 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 webpage 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	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	6	8

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	-9	19	-23
Black or African American			
American Indian or Alaska Native			
Asian	-5	9	7
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-10	16	-39
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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 - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	267	940	17,141	857	4,683,676	778
Black or African American	3		374	771	317,856	696
American Indian or Alaska Native	0		36	871	33,774	733
Asian	74	987	2,775	958	398,869	898
Filipino	5		334	907	123,245	859
Hispanic or Latino	26	907	7,607	779	2,406,749	729
Native Hawaiian/Pacific Islander	0		84	815	26,953	764
White	145	921	5,611	912	1,258,831	845
Two or More Races	14	947	246	922	76,766	836
Socioeconomically Disadvantaged	15	896	6,771	769	2,731,843	726
English Learners	37	948	5,506	761	1,521,844	707
Students with Disabilities	28	781	1,649	689	521,815	595

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)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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 webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	27.6

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 data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skill. Curriculum Consults include representation from all District schools and meet to evaluate and recommend to the Board of Education all curricular changes, new courses and instructional materials. The Peer Assistance Review (PAR) and Beginning Teacher Support and Assessment (BTSA) programs, District workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers utilize student assessment results to target instruction to better meet the individual needs of students. The Effective Schools Conference provides teachers with a choice of high quality professional development courses (over the course of 3 days) which align with the curriculum and the California Standards for the Teaching Profession.