# La Presa

# School Accountability Report Card

**Board Approved on February 6, 2018**

**La Mesa Spring Valley Schools**

# La Presa Elementary

**California Department of Education**
## School Accountability Report Card
### Reported Using Data from the 2016-17 School Year

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 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 2017-18)

| District Contact Information (School Year 2017-18) | |
|---|---|
| **District Name** | La Mesa-Spring Valley |
| **Phone Number** | (619) 668-5700 |
| **Superintendent** | Brian Marshall |
| **E-mail Address** | brian.marshall@lmsvschools.org |
| **Web Site** | www.lmsvschools.org |

| School Contact Information (School Year 2017-18) | |
|---|---|
| **School Name** | La Presa Elementary |
| **Street** | 519 La Presa St. |
| **City, State, Zip** | Spring Valley, Ca, 91977-6011 |
| **Phone Number** | 619-668-5790 |
| **Principal** | Peter Dean, Principal |
| **E-mail Address** | peter.dean@lmsvschools.org |
| **County-District-School (CDS) Code** | 37681976038509 |

*Last updated: 1/29/2018*

## School Description and Mission Statement (School Year 2017-18)

The teachers and staff at La Presa Elementary School strive to foster a true learning community where students, parents, families, teachers, and staff work together for the success of all students. We are committed to providing students with a challenging and enriching education that helps them learn to read well, think clearly, communicate effectively, compute accurately, value and appreciate diversity, and work to find creative solutions to complex problems. The instructional program, developed through a collaborative effort of grade-level professional learning communities along with support staff, is designed to ensure students are equipped with the knowledge and skills required for proficiency in District Performance and California Content Standards. Results of both teacher-created formative and summative assessments as well as District benchmark assessments are used to guide classroom instruction, adjust pacing, and differentiate the educational program to meet the needs of all students. We offer targeted intervention to every student based on the assessed academic needs of each student. La Presa Elementary provides a comprehensive standards-based instructional program designed to support each child in reaching his/her academic potential. Professional learning communities within the school work collaboratively to ensure individual student needs are met, students are supported in the learning process, and students experience success at school. Student support at La Presa includes differentiated instruction for all students and targeted remediation for those students not performing at grade level. Our interventions include Lexia Core 5, Imagine Learning, Phonics for Reading, Rewards, and other research proven interventions. La Presa's primary focus is to develop excellent readers, writers, and mathematicians through meeting each student's individual needs. We integrate social studies, science, the arts and physical education into daily learning experiences. The entire staff encourages a positive learning environment in which students are happy and excited about becoming lifelong learners. LPE Mission Statement: Together with families and our community, La Presa Elementary strives to inspire and equip students to become outstanding individuals who will positively affect the world. We work to know every child by name, talent, and need.

*Last updated: 1/30/2018*

## Student Enrollment by Grade Level (School Year 2016-17)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 80 |
| Grade 1 | 58 |
| Grade 2 | 62 |
| Grade 3 | 70 |
| Grade 4 | 56 |
| Grade 5 | 51 |
| Grade 6 | 45 |
| Total Enrollment | 422 |
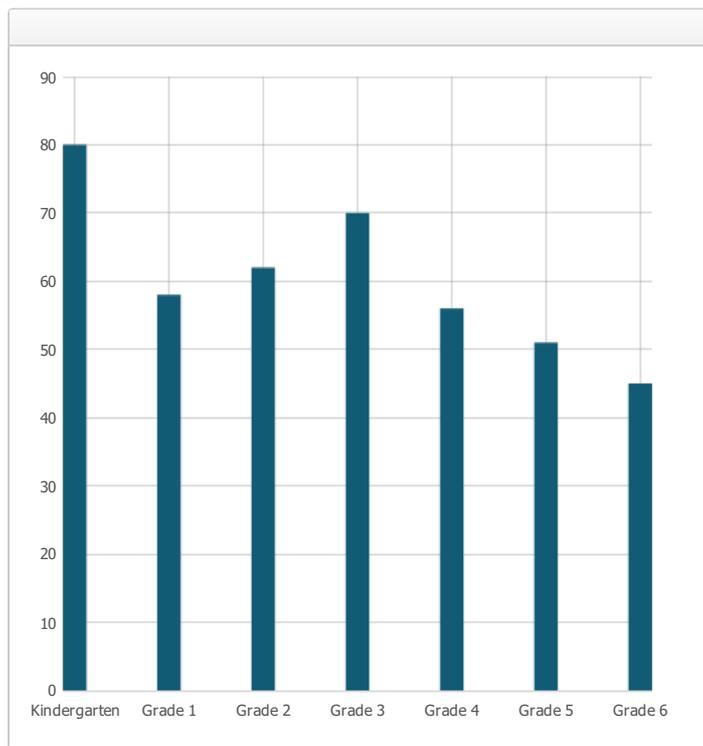


*Last updated: 1/11/2018*

## Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 10.2 % |
| American Indian or Alaska Native | 0.2 % |
| Asian | 0.7 % |
| Filipino | 6.6 % |
| Hispanic or Latino | 71.6 % |
| Native Hawaiian or Pacific Islander | 0.2 % |
| White | 6.4 % |
| Two or More Races | 4.0 % |
| Other | 0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| Socioeconomically Disadvantaged | 81.3 % |
| English Learners | 39.8 % |
| Students with Disabilities | 11.8 % |
| Foster Youth | 0.9 % |

*Last updated: 1/11/2018*

# A. Conditions of Learning

# State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 |
|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 20 | 22 | 19 | 527 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |
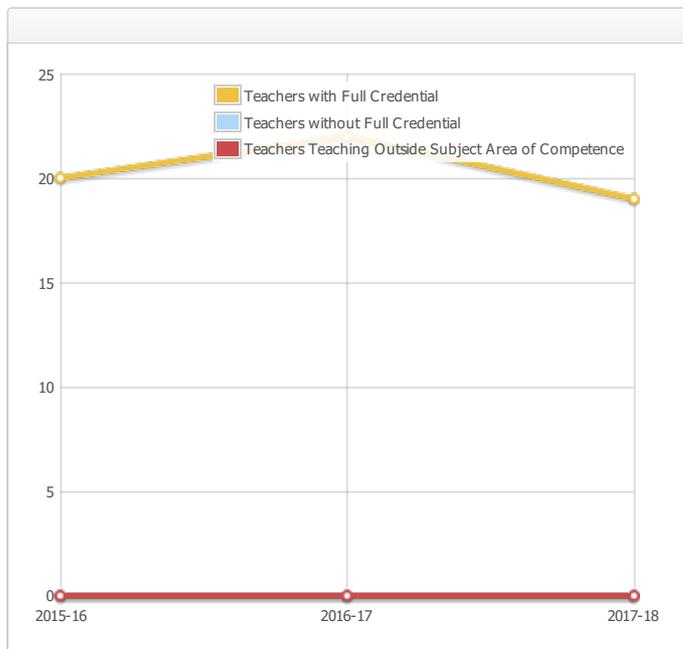


*Last updated: 1/20/2018*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | | | 0 |
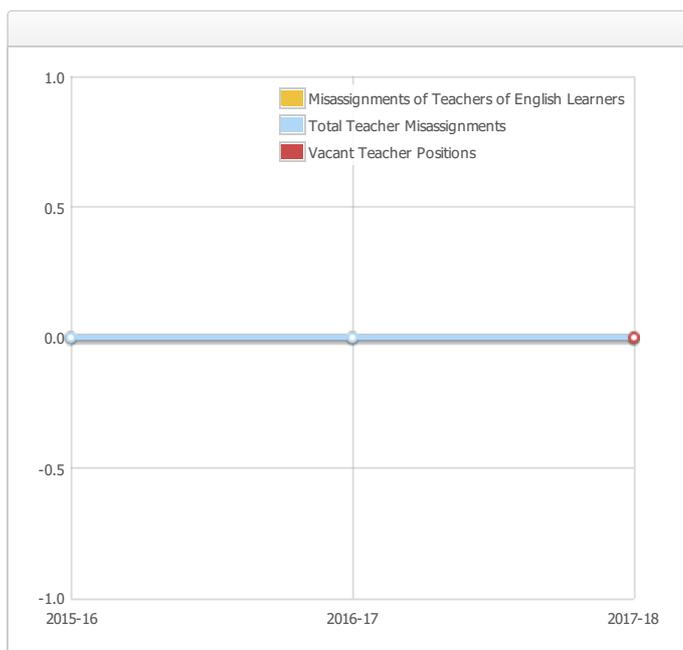


Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/20/2018*

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Houghton Mifflin Harcourt – Journeys (Adopted 2013) • Transitional Kindergarten – Common Core Edition, Volumes 1 & 2 McGraw-Hill – Wonders (Adopted 2016) • Kindergarten – 6th Grade<br><br>Intervention English Language Arts Houghton Mifflin – Portals (Adopted 2009) | | 0.0 % |
| Mathematics | Houghton Mifflin Harcourt – Math Expressions (Adopted 2015) The College Board – SpringBoard Mathematics (Adopted 2013) | | 0.0 % |
| Science | Pearson Scott-Foresman – California Science (Adopted 2006) Holt Rinehart Winston – Holt California Science (Adopted 2007) | | 0.0 % |
| History-Social Science | Pearon Scott-Foresman – History-Social Science for California (Adopted 2006) • Kindergarten – Learn & Work • 1st – Time & Place • 2nd – Then & Now • 3rd – Our Community • 4th – Our California • 5th – Our Nation Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006) • 6th – Ancient Civilizations | | 0.0 % |
| Foreign Language | Hampton Brown – Avenues (Adopted 2003) [Not most recent list] • Transitional Kindergarten – Level A McGraw-Hill – Wonders – English Language Development Program (Adopted 2016) | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | SRA – Art Connections (Adopted 2008) Pearson Scott-Foresman – Making Music (Adopted 2008) | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

*Last updated: 1/30/2018*

**School Facility Conditions and Planned Improvements**

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

*Last updated: 1/11/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: April 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Repair/replace ceiling tiles. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Fair | Replace missing cover plates, repair light fixtures, access to fuse panel cleared. |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: April 2017

| Overall Rating | Good |
|---|---|

*Last updated: 1/11/2018*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
| **Subject** | **2015-16** | **2016-17** | **2015-16** | **2016-17** | **2015-16** | **2016-17** |
| English Language Arts / Literacy (grades 3-8 and 11) | 36% | 35% | 50% | 50% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 31% | 30% | 39% | 38% | 36% | 37% |

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.

*Last updated: 1/11/2018*

## CAASPP Test Results in ELA by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 239 | 236 | 98.74% | 35.17% |
| Male | 124 | 122 | 98.39% | 27.05% |
| Female | 115 | 114 | 99.13% | 43.86% |
| Black or African American | 31 | 30 | 96.77% | 46.67% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | 13 | 13 | 100.00% | 76.92% |
| Hispanic or Latino | 168 | 166 | 98.81% | 29.52% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 15 | 15 | 100.00% | 46.67% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 210 | 207 | 98.57% | 30.92% |
| English Learners | 110 | 109 | 99.09% | 29.36% |
| Students with Disabilities | 46 | 46 | 100.00% | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/11/2018*

## CAASPP Test Results in Mathematics by Student Group

## Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 239 | 236 | 98.74% | 29.66% |
| Male | 124 | 122 | 98.39% | 26.23% |
| Female | 115 | 114 | 99.13% | 33.33% |
| Black or African American | 31 | 30 | 96.77% | 46.67% |
| American Indian or Alaska Native | -- | -- | -- | |
| Asian | -- | -- | -- | |
| Filipino | 13 | 13 | 100.00% | 69.23% |
| Hispanic or Latino | 168 | 166 | 98.81% | 22.89% |
| Native Hawaiian or Pacific Islander | | | | |
| White | 15 | 15 | 100.00% | 33.33% |
| Two or More Races | -- | -- | -- | |
| Socioeconomically Disadvantaged | 210 | 207 | 98.57% | 24.15% |
| English Learners | 110 | 109 | 99.09% | 21.10% |
| Students with Disabilities | 46 | 46 | 100.00% | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

*Last updated: 1/11/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | School | | District | | State | |
| Subject | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 39.0% | 21.0% | 62.0% | 57.0% | 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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/11/2018*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 24.6% | 15.8% | 1.8% |

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.

*Last updated: 1/11/2018*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)**

Opportunities for Parent Involvement: La Presa provides a variety of parent involvement opportunities. Many parents regularly volunteer, attend field trips, work in the Helping Hands workshop, and help at other special events. Parents are encouraged to participate in PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), and by volunteering in their children's classrooms. In addition to Back-to-School Night, Parent/Teacher conferences, and Open House, we have several themed Literacy Nights, Craft Night, Dr. Seuss Night, Character Assemblies, and an end of the year Sixth Grade Class Picnic. If you would like to know more about becoming involved at LPE, please contact Peter J. Dean, Principal, at 619-668-5790, ext. 4599

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

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

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

## Suspensions and Expulsions

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Rate | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 3.3% | 1.7% | 1.8% | 3.8% | 3.8% | 4.3% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
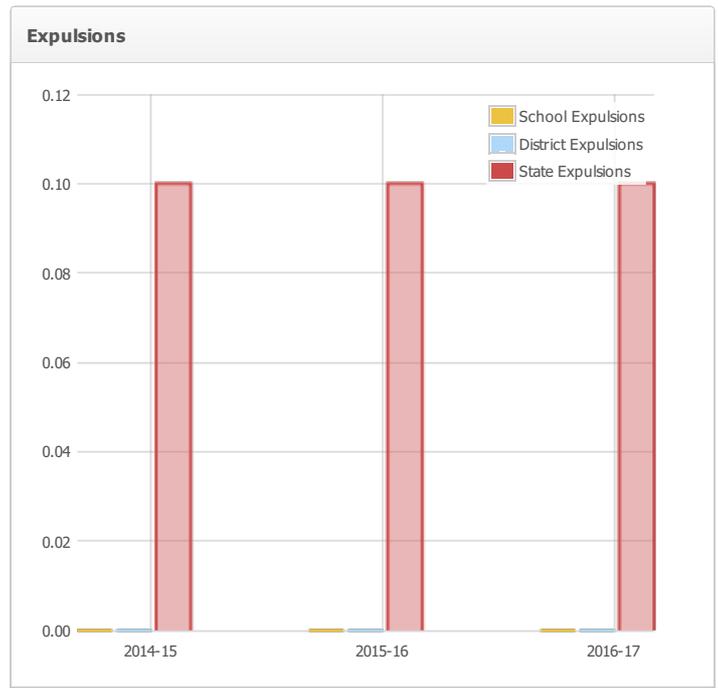
## School Safety Plan (School Year 2017-18)

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

# 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 2017-18)

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2008-2009 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 6 |
| Percent of Schools Currently in Program Improvement | N/A | 50.0% |

*Last updated: 1/11/2018*

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

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K | 25.0 | 0 | 4 | 0 | 27.0 | 0 | 3 | 0 | 27.0 | 0 | 3 | 0 |
| 1 | 20.0 | 1 | 2 | 0 | 28.0 | 0 | 2 | 0 | 28.0 | 0 | 2 | 0 |
| 2 | 32.0 | 0 | 2 | 0 | 31.0 | 0 | 2 | 0 | 26.0 | 0 | 2 | 0 |
| 3 | 32.0 | 0 | 2 | 0 | 29.0 | 0 | 2 | 0 | 27.0 | 0 | 3 | 0 |
| 4 | 31.0 | 0 | 1 | 0 | 25.0 | 0 | 2 | 0 | 28.0 | 0 | 2 | 0 |
| 5 | 34.0 | 0 | 1 | 1 | 31.0 | 0 | 1 | 0 | 31.0 | 0 | 1 | 0 |
| 6 | 35.0 | 0 | 0 | 2 | 32.0 | 0 | 1 | 1 | 33.0 | 0 | 1 | 1 |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |

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

*Last updated: 1/11/2018*

## Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1.0 | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.7 | N/A |
| Resource Specialist (non-teaching) | 2.0 | 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 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $6101.4 | $353.8 | $5747.6 | $80455.0 |
| District | N/A | N/A | $5430.4 | $83717.8 |
| Percent Difference – School Site and District | N/A | N/A | 5.7% | -4.0% |
| State | N/A | N/A | $6574.0 | $78363.0 |
| Percent Difference – School Site and State | N/A | N/A | -13.4% | 2.6% |

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

## Types of Services Funded (Fiscal Year 2016-17)

Title I - Basic Grant
Special Education
ASES - After School Education and Safety
Title II Part A - Improving Teacher Quality
Title III - Immigrant Education
Title III Part A - Limited English
Lottery - Instructional Materials

*Last updated: 1/18/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average For Districts In Same Category |
|----------|-----------------|---------------------------------------------|
| Beginning Teacher Salary | $52,814 | $48,678 |
| Mid-Range Teacher Salary | $67,933 | $78,254 |
| Highest Teacher Salary | $98,330 | $96,372 |
| Average Principal Salary (Elementary) | $122,793 | $122,364 |
| Average Principal Salary (Middle) | $128,682 | $125,958 |
| Average Principal Salary (High) | $ | $126,758 |
| Superintendent Salary | $213,294 | $212,818 |
| Percent of Budget for Teacher Salaries | 38.0% | 38.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 5.0% |

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

### Teacher Salary Chart



### Principal Salary Chart
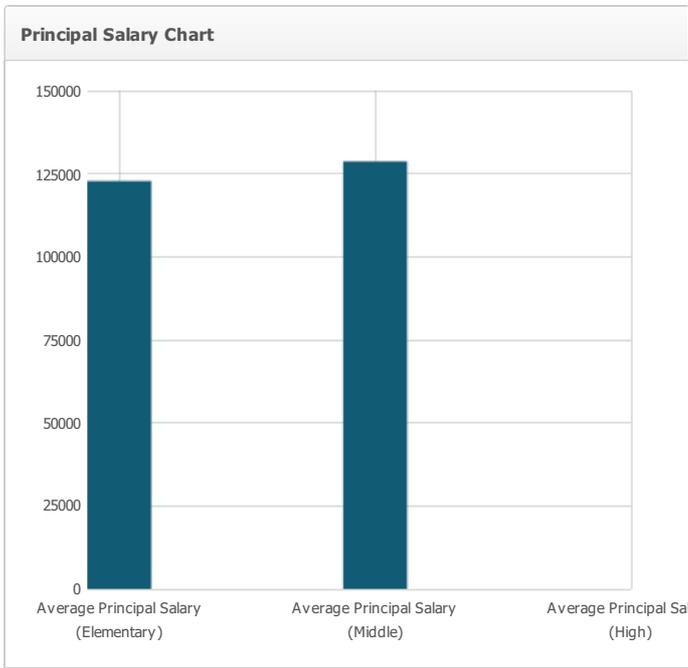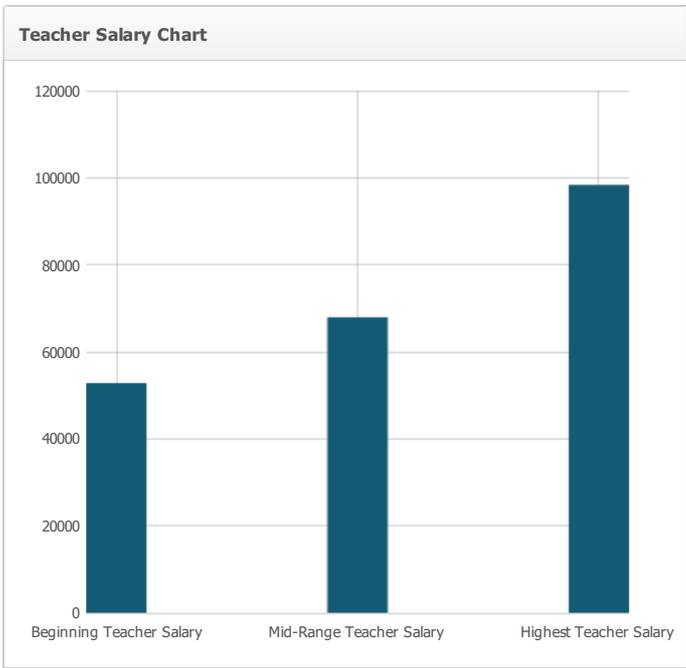


*Last updated: 1/11/2018*

## Professional Development

La Mesa-Spring Valley continues to make fundamental shifts in their professional learning by ensuring our learning is attending to requisite knowledge and skills needed to ensure high levels of learning for each and every student. This year, all teachers participated in an additional full day of professional learning prior to the start of school with a focus on a framework for high-quality teaching and learning, the four questions of a PLC and the 6 characteristics that make up a PLC. Professional learning is also offered during student breaks and summer and is offered in a variety of ways via full day, after school, in class coaching, and conference attendance. We are also committed to Professional Learning Communities and have provided a weekly structure (Tuesday afternoons) that allows teachers of the same grade level or discipline to meet and analyze student learning and discuss best practices to address the needs of each and every student.

One Tuesday a month is also dedicated to whole staff learning. The California Teachers Induction Program (CTIP) support providers assist new teachers, and the Peer Assistance and Review program supports teachers experiencing challenges.

In recent years, professional learning has focused on the content and implementation of the California State Standards including the effective adoption of new curriculum in English language arts and mathematics. In the last year, our professional learning has focused in on instructional anatomy and instructional leadership. Instructional anatomy is developing a common language for high-quality teaching and learning, whereas instructional leadership is developing District, principal and teacher leaders to analyze and lead for high-quality teaching and learning. Our theory of action is that if we develop a common language and deep understanding of quality teaching and define and develop instructional leaders within a Professional Learning Community, then each and every student, regardless of race, class, language, and disability will learn at high levels. This work continues this year and we are now fully engaged in identifying power standards in both English Language Arts and Mathematics, identifying the learning targets that align to the standards, and developing common formative assessments to measure student progress in meeting the standards.

Last updated: 1/29/2018