

# Big Springs Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Big Springs Elementary School
Street	7405 Highway A-12
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459-3189
Principal	Sabrina Silva
Email Address	ssilva@sisnet.ssku.k12.ca.us
Website	bigspringsschool.org
County-District-School (CDS) Code	47-70185-6050652

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Big Springs Union Elementary School District
Phone Number	530-459-3189
Superintendent	Sabrina Silva
Email Address	ssilva@sisnet.ssku.k12.ca.us
Website	www.bigspringsschool.org

### School Description and Mission Statement (School Year 2020-2021)

Big Springs Elementary School District (BSES) is located near Mount Shasta in the heart of the fertile Shasta Valley farming communities. BSE provides services for children from Infancy through 8th Grade with 40 children and families participating in our Child Care Center, 180 students in September of 2018. Our State Licensed Child Care Facility serves infants and toddlers, and includes a State Preschool licensed for 24. We are staffed with dedicated teachers that are all "highly qualified" under the "No Child Left Behind Act". Approximately 58% of our student population participates in the free and reduced lunch program. Professional Development for BSE staff is focusing on Common Core implementation grades K-8 with a focus in current year on English Language Arts and English Language Development. All classrooms have current state textbooks for ELA (6th - 8th grades in 2017) and Mathematics (K-5 2018) and current textbooks in our other curricular areas. Textbooks are adopted in coordination with neighboring Districts including the Yreka Union High School District. Instructional design is alignment with Common Core Standards and self-evaluated through local and regional staff development, peer review, and Local Control Accountability Plan (LCAP) development.

Big Springs Elementary School strives for comprehensive educational opportunities through sufficiency of current instructional materials, course access in fine arts including visual arts, performing arts, individualized instruction in keyboard, computer driven music, drums and electric guitar. Journalism, Art, Music and Chess, PE, Creative Writing have been added to 5th through 8th grade electives. BSE embraces parent involvement in our school through the active involvement of School SITE Council and P.T.O., monthly student recognition assemblies including family members, and enhanced website communications including on-line progress reporting. BSE offers a full range of athletic programs including league play in Basketball, Track, Volleyball, Cross Country and Cheerleading, as well as a popular ski school program. Our school provides support for working families with a Before School Program, and a comprehensive after school program that operates from the end of each regular school day until 6 PM. Our afterschool program offers a variety of enrichment activities such as: art, sports, hands-on science for primary students (to compliment Jr. High Science lab.),

crafts, and technology proficiency through dedicated mobile computer lab along with a well equipped computer lab. Our After-School Program "SAFE" is operated within the guidelines set by the California Department of Education After School Education and Safety (ASES). The program and serves approximately 99% of our enrolled students.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	19
Grade 1	15
Grade 2	20
Grade 3	18
Grade 4	14
Grade 5	23
Grade 6	26
Grade 7	20
Grade 8	20
<b>Total Enrollment</b>	<b>175</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	2.9
Asian	6.3
Hispanic or Latino	14.9
White	58.9
Two or More Races	12.6
Socioeconomically Disadvantaged	61.1
English Learners	8
Students with Disabilities	8.6
Foster Youth	2.3
Homeless	5.1

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	9	9	9
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Big Springs Elementary School District has the most recent editions of state approved (California Editions), in the four core curricular areas of Reading language Arts, Mathematics, science and History/Social Studies. Proper ancillary materials are also in place. Common Core adoption K-5 ELA/ELD scheduled for Spring of 2016.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Sufficient textbooks/workbooks in good condition for all grades:            June 8th, 2011: Holt Adoption - Literature &amp; Language Arts            Grades K-5 McGraw-Hill "Wonders" August 2016            Grade 6 Pearson English &amp; Language Arts (2017-18)            Grade 7 Pearson English &amp; Language Arts (2017-18)            Grade 8 Pearson English &amp; Language Arts (2017-18)</p> <p>August 2016 adoption            Grades K-5 McGraw-Hill Wonders</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Sufficient textbooks/workbooks in good condition for all grades</p> <p>June 2008: Mcgraw-Hill 2008 Grades K-5-- Everyday math</p> <p>Sept 2014: CPM Mathematics Grades 6 CPM — Course One Grades 7 CPM — Course Two Grades 8 CPM - Course Three</p>	Yes	0%
<b>Science</b>	<p>Sufficient textbooks and materials Grades 2-8 2020 Newsela June 2007: Delta Education Grades K-5 Full Option Science System-FOSS 2008: CPO Focus on Science Grade 6 CPO--Earth Science Grade 7 CPO--Life Science Grade 8 CPO--Physical Science</p>	Yes	0%
<b>History-Social Science</b>	<p>Sufficient textbooks/workbooks in good condition for all grades: Grades 2-8 2020 Newsela Grades K-3 Studies Weekly (2018) Grades 4-8 McGraw-Hill Impact (2018)</p>	Yes	0%

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

## School Facility Conditions and Planned Improvements

Date of Last Review/Update: 12/11/20 Date Last Discussed with Staff: Not yet discussed.

Our facility was inspected by Frank Alves, Maintenance Supervisor monthly, using the California Facility Inspection Tool receiving an 85-100% good rating. Quarterly schoolyard/facility inspections are conducted by the Maintenance Supervisor.

Big Springs Elementary School provides a safe, clean environment for students, staff and volunteers. Three part time custodial/maintenance personnel work hard to ensure that classrooms, restrooms and campus grounds are kept clean and safe. The District has invested substantially in field and paving improvements, and a modernization of the kitchen within the past three years, improved perimeter fencing was completed in 2013/14 and Proposition 39 funded lighting (inside and outside), insulation upgrades and in the 2016-17 school year, five condensing furnaces were installed along with three condensing hot water heaters. The school was painted in the summer of 2016. The district also upgraded the phone system so we are all connected from Preschool, cafeteria and the rest of the school. . Big Springs Elementary was rewired in 2018. A new front entry with cameras and a gate were installed in February of 2020. The School Facility Good Repair Status chart below reflects suggested repairs or replacement with tentative plans to complete the indicated areas of concern as soon as possible. All doors are locked at all times and can be unlocked via fob or key only.

**School Facility Good Repair Status**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 11, 2020

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Fire alarm and extinguisher inspections all current.
<b>Structural: Structural Damage, Roofs</b>	Fair	Leaky skylight in Gym.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## 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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	42	N/A	42	N/A	50	N/A
Mathematics (grades 3-8 and 11)	42	N/A	42	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2019-2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

We believe that parents are our essential partners in education and we encourage parents to volunteer when possible. Parent participation in instructional planning through individual conferences is about a 90% participation rate at most grade levels. Our school also benefits from extensive parent involvement in athletic events through our Booster Club, student performances and student recognition assemblies, and by assisting us as parent volunteers in the classroom. A parent/guardian volunteer procedure is monitored by office staff. Parents are invited as guest lecturers during Career Day. Progress reports and quarterly report cards are provided by traditional mailings and through password protected online progress reporting. Parent conferences are held two times a year or on an as needed basis. Parent representatives are elected to serve on the School Site Council which also functions as our Title 1, LCAP parent involvement and EL parent advisory body. An active Parent Teacher Organization (PTO) coordinates our annual Book Fair, assistance with supplemental programs such as Accelerated Reader, publishing of our annual yearbook and sponsors numerous fundraisers throughout the year to help support our student activities. The School Site Council meets quarterly, PTO and Boosters' meets monthly to provide feedback from parents and to provide our staff with planning support.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.4	1.0	5.4	1.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Big Springs Elementary's (BSE) Safety Plan includes the framework and provisions for a safe and clean environment. BSE is in compliance with the laws, rules and regulations pertaining to hazardous materials and state fire and earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire, intruder and disaster drills are conducted on a regular basis throughout the school year. Our custodians ensure all classrooms, restrooms and campus groups are kept clean, safe and secure through well-maintained classrooms and facilities. All classrooms and front doors are kept locked during school hours for immediate lock-down in the (unlikely) event of an intruder. Surveillance cameras have been recently upgraded to cover 100% of the school exterior access areas. A front entrance gate is being constructed as an additional security measure.

Office staff have been provided advanced training in Non-Violent Crisis Intervention Intervention - C.P.I. and other specialized procedures. The school safety plan is reviewed regularly and updated as needed.

There were no student suspensions that required an expulsion hearing during the 2019-20 school year. Outside agency counseling services are available at the school site for chronic behavioral or emotional issues students may exhibit that would impact the school climate.

## 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.

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

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		1		18	1			19	1		
1	18	1			18	1			15	1		
2	14	1			21		1		20	1		
3	19	1			13	1			18	1		
4	28		1		21		1		14	1		
5	20	1			28		1		23		1	
6					17	1			26		1	

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,586.76	\$3031.27	\$7131.32	\$46,694.40
District	N/A	N/A	\$7131.32	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$71,448
<b>Percent Difference - School Site and State</b>	N/A	N/A	-8.3	-41.9

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

### Types of Services Funded (Fiscal Year 2019-2020)

Students enrolled in the after-school program for grades K-8 receive peer tutoring and enrichment. Limited English Proficient students receive in class English Language instruction.

The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide. In addition to general fund, state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education, special education, and support programs:

- Title I, Part A Compensatory Education
- Title II, Teacher Quality
- Title VI Small Rural School Achievement
- SAFE
- Special Education
- Transportation

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$46,965
Mid-Range Teacher Salary		\$67,638
Highest Teacher Salary		\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary		\$128,853
Percent of Budget for Teacher Salaries	19.0	30.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

Instructional staff members participate in Common Core curriculum leadership seminars at the regional level with colleagues from schools throughout the county. The alignment of curriculum & assessment has facilitated more focused and informative benchmark assessments for both progress reporting to parents and formative assessment for instructional planning. We have an early release every Wednesday which allows staff to collaborate on student learning, analyze student performance and focus on essential learning outcomes. The district also offers staff development opportunities during non-instructional days in which teachers receive professional growth opportunities in curriculum development, teaching strategies, and best practices for instructional design. For the 2018-19 calendar, site identified staff development shall be (student) data driven as to the focus. Safety has been a focus for the last 2 years and will continue to be an everyday focus. Teachers are primary stakeholders in the development of the LCAP as facilitated by early release days. Professional development days consist of trainings on the District adopted safety program, HERO, as well as Positive Behavior Intervention and Supports, and Crisis Prevention Intervention.