

Verdugo Woodlands Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

School Contact Information (School Year 2018—19)	
School Name	Verdugo Woodlands Elementary
Street	1751 North Verdugo Rd.
City, State, Zip	Glendale, Ca, 91208-2999
Phone Number	818-241-2433
Principal	Kristina Provost, Principal
E-mail Address	kprovost@gusd.net
County-District-School (CDS) Code	19645686013833

Last updated: 1/25/2019

School Description and Mission Statement (School Year 2018—19)

Verdugo Woodlands Elementary School, a dynamic, diverse and safe community-based learning environment, ensures the development of academically and socially successful individuals by implementing effective programs which promote academic achievement, understanding, and respect among students, staff, family, and community.

At Verdugo Woodlands, ***Literacy is our Focus!*** We believe in shared leadership and work together as a faculty to provide the best academic program possible for all our students. Our Instructional Leadership Team (ILT) is comprised of teacher representatives from each grade level, and works in conjunction with the administrative team. Verdugo Woodlands began implementation of Positive Behavior Interventions and Supports (PBIS) in 2018, a proactive approach to establishing the behavioral supports and social culture needed to all students to achieve social, emotional and academic success. In addition, our staff attends Professional Learning Community (PLC) and California State Standards trainings along with other elementary school teams to discuss instructional shifts and share best practices that support academic success for students across the district.

Verdugo Woodlands' teachers and administrators are highly trained, qualified and credentialed individuals. Teachers use multiple measures to drive instruction for all students and provide targeted interventions and support for significant subgroups. Our parents are a critical component of our success.

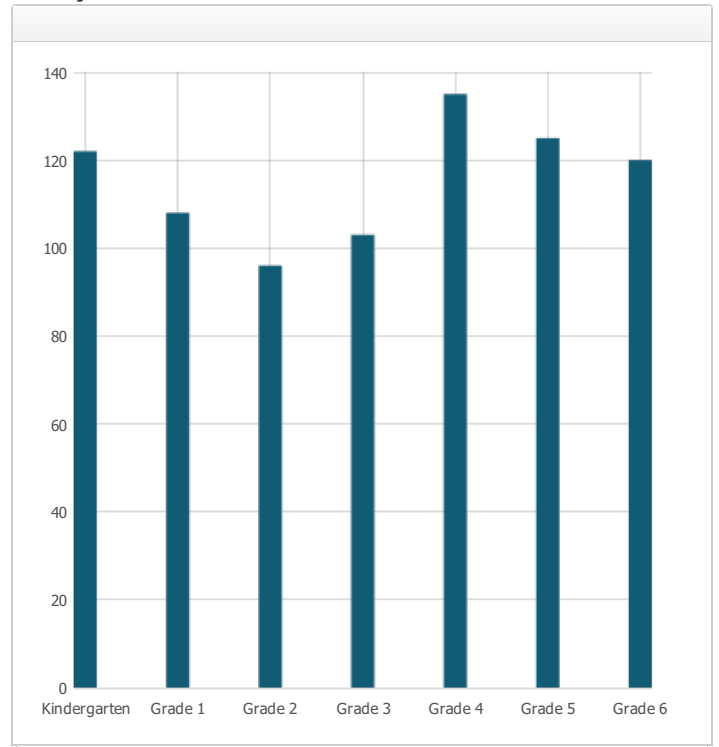
Verdugo Woodland has offered traditional learning opportunities for kindergarten through sixth grade students since 1926. In 2010 VW became home to the first Japanese Foreign Language Academy of Glendale (FLAG-Japanese). The FLAG-Japanese program is a two-way dual-language immersion program based on a 50/50 model where half of the instructional day is taught in English and half is taught in the target language, Japanese. The program is staffed with credentialed bilingual teachers who teach the target language through content that is aligned with Common Core State Standards. The Japanese program is strategically comprised of both native and non-native Japanese speakers and is open to students from both within and outside of Glendale Unified School District. We use technology, authentic developmentally appropriate instructional materials, and up-to-date language acquisition techniques to guide our students on their path to bilingualism and biliteracy. We also believe language cannot be learned in a vacuum and we must prepare our students to become culturally aware global citizens in our ever-shrinking world.

Verdugo Woodlands is proud of our accomplishments, including recognition as a California Distinguished school in 2000 and 2004 and The California Business for Education Excellence (CBEE) included our school on its 2013 and 2014 Honor Rolls as a *Star School*. Our school community continues the many traditions that bring our school and families together, including our Fall Festival, Dad's Club Pancake Breakfast, "Survivor Challenge," our themed Family Reading Night, and Fathers' Follies to name just a few. Our parents are a critical component of our success. The Verdugo Woodlands' school community, including staff, parents, students, and community members, is dedicated to working together to ensure a quality learning experience for all our children.

Last updated: 1/25/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	122
Grade 1	108
Grade 2	96
Grade 3	103
Grade 4	135
Grade 5	125
Grade 6	120
Total Enrollment	809



Last updated: 1/25/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.6 %
American Indian or Alaska Native	%
Asian	11.1 %
Filipino	2.8 %
Hispanic or Latino	11.6 %
Native Hawaiian or Pacific Islander	%
White	62.9 %
Two or More Races	9.9 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.9 %
English Learners	24.6 %
Students with Disabilities	7.3 %
Foster Youth	%

A. Conditions of Learning

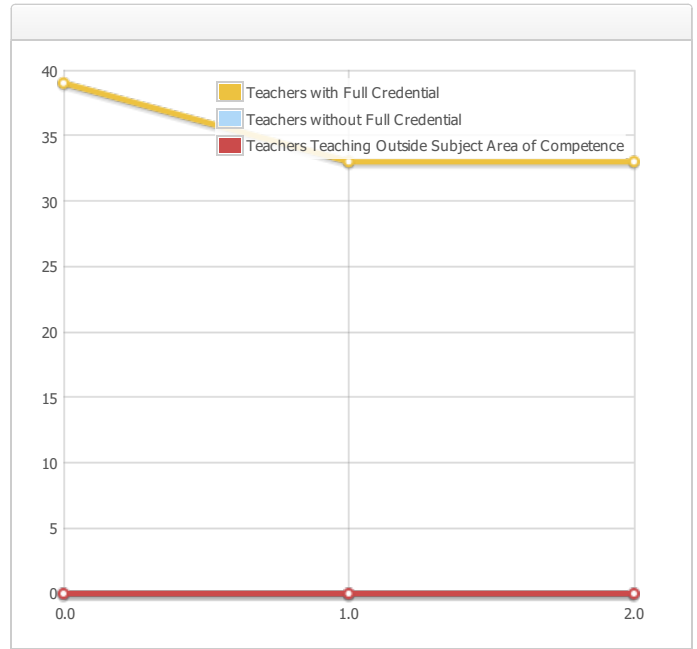
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	39	33	33	1125
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	55



Last updated: 1/25/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/25/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: November 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - Reading California/2012 McDougal Littell - The Language of Literature/2003	Yes	0.0 %
Mathematics	Pearson/Foresman/Wesley - enVision Math 2.0/2016	Yes	0.0 %
Science	MacMillian McGraw Hill - California Science/2007 Prentice Hall - California Earth Science/2007	Yes	0.0 %
History-Social Science	Harcourt - Reflections:California Series/2006 MacMillian McGraw Hill - California Vistas/2007 McDougal Littell - World History: Ancient Civilizations/2006	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/25/2019

School Facility Conditions and Planned Improvements

Verdugo Woodlands was established in 1926. The school facilities are unique. Our vast campus is divided by a flood channel that is connected via a footbridge. Over time, much of the original structure has been modified and modernized. In 2002-2003 our school was modernized with funds from the Measure K bond. All restrooms have been modernized. In 2014, our school received additional modifications of the main entrance, student health office, and library through Glendale's Measure S funds. Our campus, including classrooms, is kept clean and safe for all students and staff by our outstanding custodial team. Over the past few years, our PTA and WAVE Foundation have collaborated on various beautification projects around our campus including a garden, a mosaic fountain for our main lobby, and mosaic wall murals. Verdugo Woodlands' population continues to grow. As a result, we installed three new bungalows on the upper playground for our Early education & Extended Learning Programs in 2013.

Thanks to the 2011 passage of Glendale's Measure S bond and the Overcrowding Relief Grant (ORG) from the State of California, Verdugo Woodlands Elementary School began construction of the much-anticipated Measure S/ORG two-story twenty classroom facility and upgraded technology resources in June, 2016. ORG is a State program that provides 50% funding to enable districts to reduce the number of portable classrooms on overcrowded school sites and replace with permanent classrooms. Construction of the two-story classroom facility is expected to be completed in June, 2018.

Last updated: 1/25/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
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: November 2018

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

Last updated: 1/25/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	62.0%	64.0%	61.0%	63.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	56.0%	57.0%	50.0%	53.0%	37.0%	38.0%

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.

Last updated: 1/25/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	484	474	97.93%	63.50%
Male	258	253	98.06%	58.89%
Female	226	221	97.79%	68.78%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	62	60	96.77%	66.67%
Filipino	11	11	100.00%	54.55%
Hispanic or Latino	65	64	98.46%	53.13%
Native Hawaiian or Pacific Islander				
White	289	283	97.92%	63.60%
Two or More Races	48	47	97.92%	80.85%
Socioeconomically Disadvantaged	140	136	97.14%	49.26%
English Learners	178	170	95.51%	61.76%
Students with Disabilities	44	43	97.73%	27.91%
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: 1/25/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	484	479	98.97%	57.41%
Male	258	256	99.22%	57.03%
Female	226	223	98.67%	57.85%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	62	61	98.39%	67.21%
Filipino	11	11	100.00%	72.73%
Hispanic or Latino	65	64	98.46%	39.06%
Native Hawaiian or Pacific Islander				
White	289	287	99.31%	55.75%
Two or More Races	48	47	97.92%	80.85%
Socioeconomically Disadvantaged	140	140	100.00%	42.14%
English Learners	178	175	98.31%	55.43%
Students with Disabilities	44	43	97.73%	16.28%
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: 1/25/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/25/2019

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 2017—18)

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	16.9%	24.2%	40.3%

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: 1/25/2019

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 2018—19)

There are three major parent organizations at Verdugo Woodlands: the Parent Teacher Association (PTA), a foundation *Woodlanders Are Volunteers for Education* (WAVE Foundation), and a Dads' Club. These active groups are comprised of members including parents and teachers from the traditional and FLAG-Japanese programs, administrators, and community members who work together to provide resources and opportunities for students beyond the core. The Verdugo Woodlands PTA and WAVE Foundation provide funding for supplemental educational experiences for our students in the areas of visual and performing arts, technology, and education. In 2017-2018 these included the Meet the Masters fine arts program, a 3rd Grade Recorders Program, Taiko Drumming, in-school Drama-Theater Arts, and funding for technology and student intervention support programs. The Dads' Club is a parent-led youth hostel adjacent to the campus that rents additional space for students to gather for extra-curricular experiences. Parents plan and coordinate fundraising events such as the Survivor Challenge, to fund programs and salaried positions that support the school.

Parents are welcome to volunteer in their children's classroom. Every classroom has a parent representative that coordinates the individual classroom parent volunteer schedule. Parents participate in field trips as chaperones to help support the teachers and ensure student safety. Our PTA is an active group of parent volunteers that meet monthly. Throughout the year different subcommittees of the PTA meet to plan special activities for our school community including our Fall Festival, the Howdy Coffees for new and returning parents, Arts and Technology programs, Daughter's Dance, Boys' Night Out, Sixth-Grade Activities, and our annual fundraising gala for visual and performing arts.

WAVE Foundation raises funds to pay for additional support staff including our extra hours for technology assistance and a care counselor. WAVE has also raised funds to purchase additional playground equipment, indoor and outdoor furniture, supplemental student intervention support resources, Chromebooks and technology equipment for classrooms and our computer lab.

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

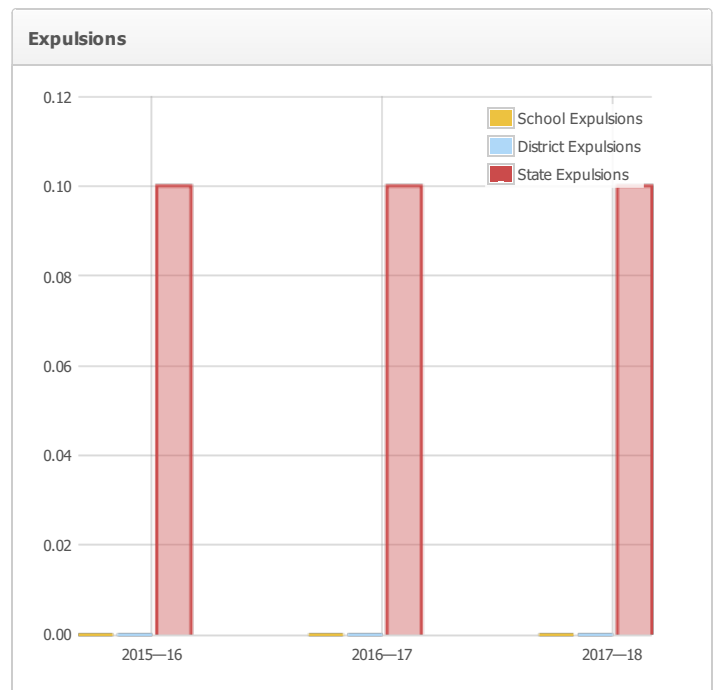
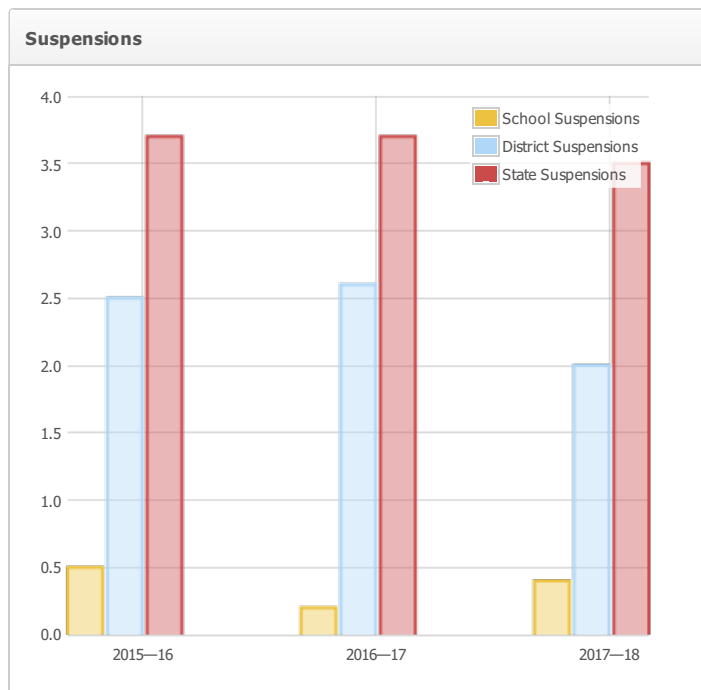
State Priority: School Climate

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	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.2%	0.4%	2.5%	2.6%	2.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2019

School Safety Plan (School Year 2018—19)

The safety of all Verdugo Woodlands students is a priority at our school. Glendale Unified has a closed campus policy district-wide. In 2014 the district installed automatic locking security doors at our main entrance. All visitors to our campus are "buzzed-in" to our main lobby area. Visitors sign in at the office and wear a visitor's pass. Our Safety Plan is reviewed and revised annually, as needed, with all staff and by our School Site Council. Each month all students and staff participate in an emergency drill. This may be a fire drill, earthquake drill, or a lockdown drill. Throughout the year, staff members participate in mock safety drills that may include a "walk-around" drill to become familiar with our safety equipment and emergency assignments and "mock-safety" drills when students are present on campus. The PTA and Foundation (WAVE) have provided funding to purchase new emergency walk-talkie radios for our campus. The administration completes an annual review of all classroom emergency backpacks and PTA replenishes the safety supplies.

Last updated: 1/25/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	23.0		5	
2	22.0	2	4	
3	23.0		6	
4	27.0	2	3	
5	27.0		4	
6	31.0	1		2
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		4	
1	24.0		4	
2	22.0		5	
3	23.0	2	4	
4	27.0	2		2
5	35.0			4
6	32.0		1	3
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	1	4	
1	24.0		4	
2	24.0		4	
3	23.0	1	4	
4	34.0		1	3
5	36.0			3
6	35.0		1	3
Other**				

* 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.

Last updated: 1/25/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

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)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/25/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5576.0	\$437.0	\$5138.0	\$80254.0
District	N/A	N/A	\$5500.0	\$81909.0
Percent Difference – School Site and District	N/A	N/A	-6.8%	-2.0%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-32.4%	-0.6%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

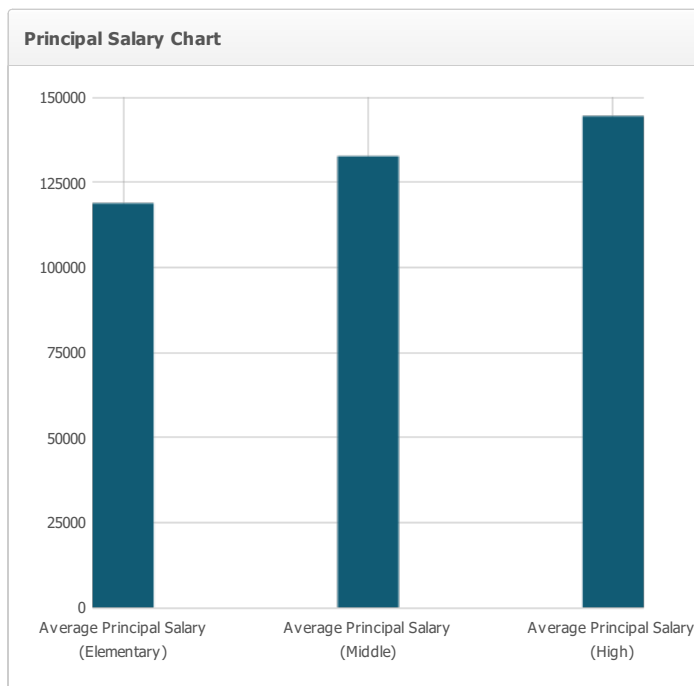
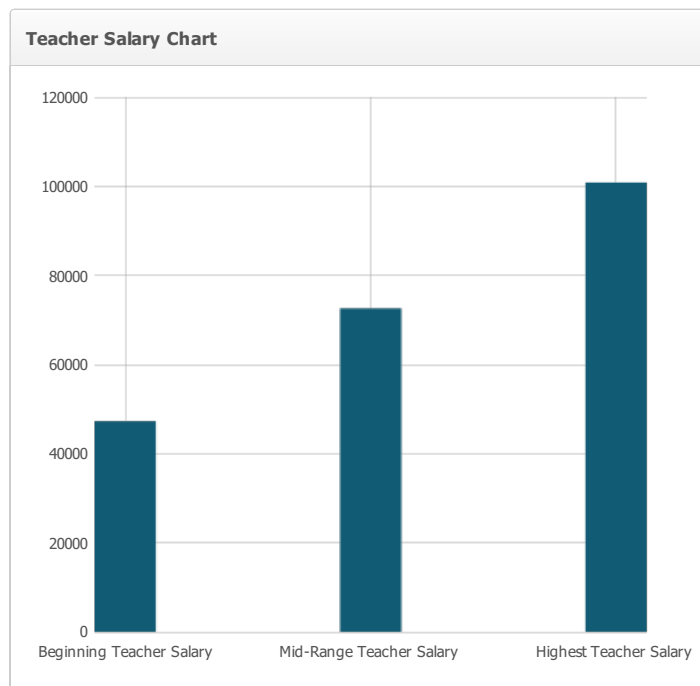
A combination of state and federal funding is used to cover all aspects of our instructional program. Strong PTA and WAVE Foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Last updated: 1/25/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,289	\$47,903
Mid-Range Teacher Salary	\$72,596	\$74,481
Highest Teacher Salary	\$100,827	\$98,269
Average Principal Salary (Elementary)	\$118,817	\$123,495
Average Principal Salary (Middle)	\$132,637	\$129,482
Average Principal Salary (High)	\$144,445	\$142,414
Superintendent Salary	\$255,000	\$271,429
Percent of Budget for Teacher Salaries	38.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/25/2019

Professional Development

The District-wide staff development has been focused on the implementation of the California State Standards, adopted by the California Department of Education in 2010. Nearly all sites are participating in Positive Behavior and Intervention Supports (PBIS) training through LACOE. The last cohort of schools begins the five year training progression in 2018-19. Many sites are training teacher leaders to implement Professional Learning Communities (PLC) in their grade levels and departments by bringing teachers to PLC conferences from Solution Tree. In each of the past three years, over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standards implementation. In 2015-2016 and 2016-2017, the TK - Grade 6 Elementary trainings focused on the implementation of the California State Standards in Mathematics with a focus on the Standards for Mathematical Practice.

In 2017-2018, the TK - Grade 6 Elementary teacher trainings have focused on building awareness of the Next Generation Science Standards (NGSS), deepening

understanding of Standards of Mathematical Practices, and Integrated and Designated English Language Development (ELD) instruction. In 2015-2016, 2016-2017, and 2017-2018, the Grade 6 - Grade 12 Secondary teachers trainings focused on the implementation of the California State Standards with an emphasis in literacy across all content areas, content area standards and the content specific practices (i.e. Standards of Mathematical Practice, Habits of Mind in English Language Arts, and the Science and Engineering Practices). In 2017-2018, Grade 6 - Grade 12 History and Social Science teacher trainings focused on the Armenian Genocide and the rollout of the new California History/Social Science Framework. The emphasis on ELD and literacy and practices across the curriculum focused on areas selected based on district-wide CAASPP data.

Professional development has been delivered in various formats that include elementary grade-level cohort trainings and release days, secondary content specific trainings, secondary department release days, staff and/or faculty meetings, community/parent information meetings, conference attendance, new teacher trainings, curriculum trainings, teachers' summer academy workshops, coaching for individual teachers, coaching to grade level or department teams working in PLCs, and Principal Summer Institutes.

Last updated: 1/22/2019