

Cedar Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Cedar Middle School
Street	13565 Cedar St
City, State, Zip	Hesperia, CA 92344
Phone Number	(760) 244-6093
Principal	Kelly Maxwell
E-mail Address	kelly.maxwell@hesperiausd.org
CDS Code	36-75044-0114108

District Contact Information	
District Name	Hesperia Unified School District
Phone Number	(760) 244-4411
Superintendent	David Olney
E-mail Address	david.olney@hesperiausd.org
Web Site	www.hesperiausd.org

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

PRINCIPAL'S MESSAGE

I'd like to welcome you to Cedar Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Cedar Middle School provides a learner-centered environment with a focus on providing a well-rounded educational experience for all students. Students receive a standards-based, rigorous curriculum along with opportunities to explore areas of interest. A dedicated professional staff, utilizing continuous assessment, provides innovative instruction focusing on 21st Century Skills such as collaboration, communication, critical thinking and creativity for all students. The variety of exploratory and support offerings accompanying the rigorous academic classes provide students opportunities for academic excellence, development of positive self-expression, and personal maturity.

The staff at Cedar Middle School is committed to working together in order to provide the best educational program possible for our students and we welcome any suggestions or questions you may have about the information contained in this report or about the school. It is through our collective commitment that we ensure all of our students will succeed.

SCHOOL MISSION STATEMENT

We at Cedar Middle School are dedicated to the pursuit of knowledge for all through passion and innovation.

SCHOOL PROFILE

Cedar Middle School is located in the central/southern region of Hesperia and serves students in grades seven and eight. At the beginning of the 2017-18 school year, 1331 students were enrolled, including 12% in special education, 14% qualifying for English learner support, and 73% receiving free or reduced-price meals. This was the fifth year to administer the California Assessment of Student Performance and Progress (CAASPP) with 32% of 7th grade students and 35% of 8th grade students meet or exceed the standards in ELA. For the Math CAASPP scores we had we had 18% of 7th grade students and 15% of 8th grade students meet or exceed the expected standards.

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

Grade Level	Number of Students
Grade 7	616
Grade 8	605
Total Enrollment	1,221

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0.5
Asian	1.5
Filipino	0.2
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.3
White	18.2
Socioeconomically Disadvantaged	76.6
English Learners	14.3
Students with Disabilities	10.7
Foster Youth	1.6

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	41	40	42	
Without Full Credential	5	6	4	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			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.

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

Year and month in which data were collected: October, 2018

All textbooks used in the core curriculum throughout Hesperia Unified School District are aligned to the California Content Standards and Frameworks. Instructional Materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. Parents are invited to preview proposed adoptions at the district office for one evening and ten days prior to approval by the school board.

In October, 2018, the Hesperia Unified School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No.2018/19-24 which certifies as required by Education Code section 60119 (1) that textbooks and instructional materials were provided to all students, including English learners in the Hesperia Unified School District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home to study, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive.

The district review committee is evaluating new History-Social Science materials and will be recommending a textbook for adoption for the 2019-2020 school year.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 - McGraw Hill - StudySync Reading & Writing	Yes	0%
Mathematics	2016 - CollegeBoard - SpringBoard Integrated Math I 2016 - CollegeBoard – Springboard Mathematics 2 & 3	Yes	0%
Science	2007 - Holt, Rinehart, and Winston: Holt California Science: Life, and Physical	Yes	0%
History-Social Science	2006 - Holt Rinehart & Winston - World History - Medieval to Early Modern Times 2006 Holt Rinehart & Winston - U.S. History	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

SCHOOL FACILITIES AND SAFETY

Cedar Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original facilities were built in 2007; ongoing maintenance and modernization efforts ensure facilities remain safe and up to date and provide adequate space for students and staff. The campus is comprised of the following:

- Acreage = 20
- Square Footage = 79,900
- Number of permanent classrooms = 2
- Number of portable classrooms = 61
- Number of restrooms (student use) = 5 sets
- Computer Lab = 3
- Library = 1
- Cafeteria/Multipurpose Room = 1
- Staff Work Room/Lounge = 3
- Science Lab = 3
- Weight Room = 1
- Physical Education Facility = 1

According to the Williams Visit on 8/29/18, there were no "extreme deficiencies" or "good repair deficiencies" observed.

CAMPUS SUPERVISION

Six campus assistants and the administrators supervise students as they enter the campus each morning. Between classes and during lunch, all administrators and six campus assistants monitor student activities and behavior. At the end of the school day, five campus assistants and administrators monitor the bus area and student drop off / pick-up to ensure students leave campus in a safe and orderly manner. The district's police department coordinates efforts with Cedar Middle School to maintain a safe, secure, and peaceful campus with a police officer assigned to Cedar Middle School full time. Any student who commits a serious violation (i.e., fighting) is subject to arrest, citation, and a referral to the district school police.

CAMPUS MAINTENANCE

The custodial staff and district's maintenance department work together to ensure common areas, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Administration and custodians communicate throughout the day to discuss custodial needs, maintenance issues and special projects. Hand-held radios enhance two-way communication efforts and help facilitate immediate resolution to urgent and emergency situations.

Cedar Middle School's plant supervisor oversees and supervises custodial staff which is comprised of a full-time day custodian, a night lead custodian and two night custodians. Every morning before school begins; the plant supervisor and the day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. As part of their daily duties, the day custodian and plant supervisor are responsible for overall general campus maintenance and keeping the cafeteria and restrooms stocked, safe, and sanitary. The evening custodians are responsible for cleaning classrooms, school office, restrooms, and outside grounds areas. Day and evening custodians share responsibility for set up and take down of equipment and/or furniture for afternoon and evening events.

Cedar Middle School works closely with the district's Maintenance and Operations department (M&O) for larger projects, routine facilities maintenance projects, and school inspections. M&O employs a work order process that enables Cedar Middle School to communicate unscheduled maintenance needs, urgent repairs, or special projects. Emergency situations are regularly resolved in one hour or less. The Facility Good Repair Status Report was completed July 25, 2018.

Planned or recently completed facility improvements:

New carpet rooms 8 & 54

Installed new rubber flooring in rooms 64 & 65

School Facility Good Repair Status (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: July, 2018		
System Inspected	Repair Status	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	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: July, 2018	
Overall Rating	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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	34.0	33.0	33.0	34.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	17.0	21.0	22.0	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1193	1184	99.25	33.28
Male	615	610	99.19	26.72
Female	578	574	99.31	40.24
Black or African American	50	50	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	64.71
Filipino	--	--	--	--
Hispanic or Latino	790	787	99.62	29.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	205	202	98.54	45.54
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	887	879	99.10	27.87
English Learners	243	243	100.00	14.81
Students with Disabilities	123	122	99.19	4.92
Foster Youth	17	16	94.12	6.25

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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,194	1,185	99.25	16.71
Male	615	610	99.19	15.74
Female	579	575	99.31	17.74
Black or African American	50	50	100	4
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	41.18
Filipino	--	--	--	--
Hispanic or Latino	790	787	99.62	14.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	202	98.06	25.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	888	880	99.1	14.55
English Learners	243	243	100	6.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	123	122	99.19	2.46
Foster Youth	18	16	88.89	0

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.4	26.0	44.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the 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)

Parents are encouraged to volunteer in the classroom, help with school events and field trips, be involved with clubs and athletics, and get involved in the decision-making process through school committees. The School Site Council, English Language Advisory Council (ELAC), AVID Site Team, Title I Committee and the Cedar Parent Club provide opportunities for parents to get involved with their child's educational experience. Parents who want more information or wish to participate may contact the school office at (760) 244-6093. There is a job for everyone who wants to get involved!

Regular school-to-home communication is provided in both English and Spanish. Information about current events and school activities can be found in the Cedar Middle School website, fliers and Instagram page. Occasionally, the school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Remind and Thrillshare, and social media such as Twitter, Instagram and Facebook. Parents may access current information about their child's attendance, course grades, and homework assignments through the school's website and Infinite Campus.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.5	11.4	12.7	5.8	6.7	6.1	3.7	3.7	3.5
Expulsions	0.5	0.6	0.7	0.3	0.4	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Cedar Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The plan is currently in the process of being updated and will be available electronically. School Site Council last approved the CMS School Safety Plan on February 13, 2018. An approved copy of the school site safety plan may be obtained at Cedar Middle School's main office or the Hesperia Unified School District office.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.0	22	31	56	34.0	6	23	76	42.0	8	23	56
Mathematics	31.0	4	12	18	33.0	1	10	24	30.0	6	18	17
Science	30.0	4	15	16	31.0	3	18	17	31.0	4	14	21
Social Science	30.0	4	15	16	31.0	3	18	17	32.0	4	9	25

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	586
Counselor (Social/Behavioral or Career Development)	0.00	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	1.00	N/A
Social Worker	.04	N/A
Nurse	.13	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist (non-teaching)	6.00	N/A
Other	1.00	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6234.07	666.69	5567.37	63604.21
District	N/A	N/A	5953.45	\$77,743
Percent Difference: School Site and District	N/A	N/A	-6.7	-20.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-24.5	-23.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Home-to-School Transportation
- Instructional Materials
- Special Education
- Title I (some schools)
- Vocation Education, Handicapped
- Vocational and Applied Technology

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,458	\$47,903
Mid-Range Teacher Salary	\$84,096	\$74,481
Highest Teacher Salary	\$100,917	\$98,269
Average Principal Salary (Elementary)	\$127,005	\$123,495
Average Principal Salary (Middle)	\$130,517	\$129,482
Average Principal Salary (High)	\$142,404	\$142,414
Superintendent Salary	\$195,473	\$271,429
Percent of Budget for Teacher Salaries	35.0	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 <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All professional development activities in Hesperia Unified School District revolve around the Common Core Curriculum and literacy. Cedar has narrowed the focus with all teachers supporting close and analytical reading.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. Each school site identifies and coordinates its own staff development activities based upon individual student needs, school site plans, and the districts designated focus areas. Supplemental training involving curriculum, teaching strategies, and methodologies in the content areas of reading/language arts and math were provided at site request via Coordinator of Staff Development and Academic Coaches.

Supplemental training topics were selected by the principal, assistant principal, and leadership team. Training programs and topics were chosen based upon the school focus and student needs. Results for the CAASPP, single assessments, common formative assessments, teacher feedback, and findings from classroom observations help identify areas for improvement and training programs that will enable teachers to deliver a challenging and rigorous standards-based education fostering student success and proficiency.

The district supplements site-level professional development to follow up and support year-round and ongoing programs centered on the district's focus areas of reading and math. Supplemental professional development is offered throughout the school year on Wednesday late start for students, during summer vacation, on weekends and also during release time. Staff development topics and focus areas are identified and selected based upon input from the district's Leadership Committee, Principals' Roundtable, and teacher survey results. The District Leadership Committee meets monthly. The Principals' Roundtable provides opportunities for school principals to discuss and share training needs based upon data analysis and classroom observations from each school site.

New teachers receive intensive support and training through the district's Induction Program and New Teachers Academy. For beginning and out-of-state teachers, the district utilized the state Induction Program (formerly known as Beginning Teacher Support and Assessment), a statewide and state-mandated research-based program providing support and skill building through formative assessment and individualized support based on assessment. The New Teachers Academy sponsors three new teacher orientations each year to support year-round hiring practices; the orientation is a comprehensive overview of the district's policies, school law, English language learners support, curriculum, instruction, and grade-level and content area specialties.

Annual number of school days dedicated to staff development

2018-2019: 3

2017-2018: 3

2016-2017: 3