

Longley Way Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Longley Way Elementary School
Street	2601 Longley Way
City, State, Zip	Arcadia, CA 91007-5099
Phone Number	(626) 821-8357
Principal	Travis Long
E-mail Address	tlong@ausd.net
Web Site	www.lw.ausd.net
CDS Code	19642616011191

District Contact Information	
District Name	Arcadia Unified School District
Phone Number	(626) 821-8300
Superintendent	Dr. David Vannasdall
E-mail Address	rforan@ausd.net
Web Site	www.ausd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Longley Way Elementary School's mission is to ensure that all students are provided engaging, meaningful schoolwork that results in challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society. We provide students with a high-quality instructional program based on California Content Standards.

With almost 500 students, Longley Way Elementary School offers a challenging educational program that is closely matched with the developmental and educational needs of each child. Instruction is based on rigorous content, performance standards and curriculum that extend students' critical thinking skills and individual responsibility for learning. Well-trained and dedicated professional teachers effectively use high-quality instructional materials and technology tools to convey learning concepts to students.

All students have equal access to the core curricular and co-curricular resources. Students become literate seekers of knowledge. We are proud of the opportunities offered for student support and enrichment during the school year, including the library/media center, computer lab, English language arts and math intervention programs, Title I tutoring, Game Day PE program, Student Council, after school enrichment clubs, assemblies featuring the arts supported through our Parent Teacher Association (PTA), and field trips at each grade level. We also have AVID in our upper grades and are beginning the initial phases of implementing the Leader in Me.

The school environment is nurturing, safe and supportive for all students, staff and families. We offer opportunities for students to develop positive character traits through a character education program and a school-wide positive behavioral support system. The Second Step program guides instruction in positive interpersonal skills. Lessons focus on empathy, problem solving, and emotion management. Longley Way Elementary School fervently strives to teach the whole child and prepare students to be positive, successful, and contributing members of society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	89
Grade 1	68
Grade 2	78
Grade 3	96
Grade 4	78
Grade 5	85
Total Enrollment	494

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.6
Asian	66.8
Filipino	2.4
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.2
White	10.7
Two or More Races	0.4
Socioeconomically Disadvantaged	28.3
English Learners	19.2
Students with Disabilities	12.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	25	26	413
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.2	0.8
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.2	0.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	HM Reading: A Legacy of Literature 2003 / 2003	Yes	0
Mathematics	Pearson Education: enVision MATH California Common Core 2015 / 2015	Yes	0
Science	Pearson Scott-Foresman Inc: California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	Yes	0
Health	Macmillan/McGraw Hill: Health & Wellness 2005 / 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school was built in 1951 and had a major renovation in 1996. At that time we updated classrooms, added air conditioning and new flooring, and installed electrical upgrades for computers and other technology. Our restrooms are kept clean by our hardworking and dedicated custodians. A gardening service maintains our school grounds on a weekly basis, and major landscaping projects have been achieved through the hard work of our local Boy Scout troop, many of whose members are working on Eagle Scout projects.

Our district passed a school building/renovation bond in a local election which led to the modernization of our campus, which was completed in the summer of 2015. We have new paint and flooring inside classrooms, advanced technology in every classroom, new exterior fencing, security lighting, new phone and bell systems and a new library/media center. We are very grateful to our citizens and to our school district for having a vision of contemporary and efficient buildings to house excellent educational programs.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/15/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/15/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	73	69	76	76	44	48
Mathematics	73	71	75	77	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	105	98	93.3	68.4
	4	79	78	98.7	75.6
	5	85	85	100.0	64.7
Male	3	46	43	93.5	69.8
	4	42	41	97.6	70.7
	5	38	38	100.0	55.3
Female	3	59	55	93.2	67.3
	4	37	37	100.0	81.1
	5	47	47	100.0	72.3
Asian	3	73	66	90.4	74.2
	4	56	55	98.2	85.5
	5	59	59	100.0	74.6
Hispanic or Latino	3	15	15	100.0	53.3
	4	15	15	100.0	46.7
	5	12	12	100.0	25.0
White	3	11	11	100.0	54.5
Socioeconomically Disadvantaged	3	32	29	90.6	65.5
	4	23	23	100.0	56.5
	5	25	25	100.0	48.0
English Learners	3	25	18	72.0	22.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	105	103	98.1	74.8
	4	79	78	98.7	76.9
	5	85	85	100.0	61.2
Male	3	46	45	97.8	82.2
	4	42	41	97.6	70.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	38	38	100.0	65.8
Female	3	59	58	98.3	69.0
	4	37	37	100.0	83.8
	5	47	47	100.0	57.5
Asian	3	73	71	97.3	80.3
	4	56	55	98.2	81.8
	5	59	59	100.0	71.2
Hispanic or Latino	3	15	15	100.0	53.3
	4	15	15	100.0	53.3
	5	12	12	100.0	8.3
White	3	11	11	100.0	72.7
Socioeconomically Disadvantaged	3	32	31	96.9	64.5
	4	23	23	100.0	56.5
	5	25	25	100.0	52.0
English Learners	3	25	23	92.0	47.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82	87	78	86	84	84	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	85	85	100.0	77.7
Male	38	38	100.0	81.6
Female	47	47	100.0	74.5
Asian	59	59	100.0	84.8
Hispanic or Latino	12	12	100.0	41.7
Socioeconomically Disadvantaged	25	25	100.0	76.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	18.8	49.4

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 Parental Involvement State Priority (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 2016-17)

Parents help teachers prepare materials and volunteer in the classrooms with students. Our PTA is a strong advocate for students and raises money for performing arts assemblies, classroom newspapers, library books, and various equipment needs that we would otherwise be without. PTA parent volunteers also organize Family Fun Nights for our students and families, host Back-to-School Night and Open House, and coordinate many other events for our students and teachers throughout the year. Our volunteers are a vital part of our school community. We have high expectations not only for our students but for our parents too. We expect parents to read with their children, talk to them about their school work, enrich their experiences outside of school, and be involved in school activities. An especially important activity is student-led conferences, which pushes our students to take ownership of their learning and increase their responsibility. For more information about becoming involved at Longley Way, please contact Principal Travis Long at (626) 821-8357.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.2	0.2	0.6	0.4	0.2	4.4	3.8	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 2016-17)

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the Safety and Disaster Committee, which consists of classified staff, teachers, and the principal. The committee sets long-term goals for the school to continually improve safety and the condition of the school facilities. The Safety Plan is updated each spring and fall and addresses various safety issues, including creating procedures that detect and prevent bullying, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The Safety Plan is reviewed with all staff members at the beginning of each school year. We hold safety drills on a regular basis; fire drills are held monthly, earthquake drills are held four times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training on a regular basis.

To ensure student safety, teachers, administrators, and school proctors supervise students on campus before and after school, and during breaks and lunch. Longley Way Elementary School has a closed campus, and permission is always required for students to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must wear the proper identification badge at all times.

The Safety Plan is updated each year for the following school year. Plans are discussed with faculty and students at the beginning of each school year.

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	4	2		14	4	2		14	4	2	
1	26		3		26		2		26		2	
2	26		3		26		3		26		3	
3	26		3		26		3		26		3	
4	27		3		32		2		32		2	
5	29		3		32		3		32		3	
Other	7	1			16	1	1		16	1	1	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.75	N/A
Speech/Language/Hearing Specialist	2.5	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,935	\$4,586	\$6,349	\$93,071
District	N/A	N/A	\$6,264	\$90,034
Percent Difference: School Site and District	N/A	N/A	1.4	7.8
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	18.7	34.4

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

Types of Services Funded (Fiscal Year 2015-16)

We are a low-funded school district and must therefore use our resources wisely. We use both Title I and Title II money to fund part-time intervention teachers to support students needing additional academic support. California State funds based on the Local Control Funding Formula (LCFF) allow us to hire a part-time library aide. Our PTA raises around \$15,000 per year to fund performing arts assemblies, purchase library books and specialized equipment, and provide grade levels special programs such as the fifth grade's Colonial Day. The PTA also funds Family Fun Nights and other special events for students.

We warmly welcome all newcomers to Longley Way School. You will be very pleased to experience an atmosphere of caring, high expectation for student effort/achievement, and a thriving school community.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,097	\$43,821
Mid-Range Teacher Salary	\$84,339	\$69,131
Highest Teacher Salary	\$109,246	\$89,259
Average Principal Salary (Elementary)	\$124,923	\$108,566
Average Principal Salary (Middle)	\$146,623	\$115,375
Average Principal Salary (High)	\$157,768	\$125,650
Superintendent Salary	\$211,150	\$198,772
Percent of Budget for Teacher Salaries	44%	37%
Percent of Budget for Administrative Salaries	5%	6%

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)

In May of 2013, Governor Brown committed \$1 billion of the extra \$2.8 billion of revenue the state received in 2013 for Common Core State Standards implementation. Additional monies were made available to California school districts for Year 2 implementation in 2014-15; however, under the Local Control Funding Formula, districts like Arcadia Unified School District, with low numbers of unduplicated students will receive far less ongoing money to continue the implementation of California Academic Standards beyond 2014-15, while neighboring districts with greater numbers of targeted or “unduplicated” students (low income, English Learners, or foster youth) will have greater opportunities to purchase materials, hire consultants, and pay for hours of professional development for their instructional and student support staffs.

In the Fall of 2013, the Arcadia Unified School District negotiated an interest-based solution for California Academic Standards implementation with its bargaining units to add three days to the school calendar for two years starting in the 2014-15 school year. Negotiations also produced an agreement to spread the three days of additional paid time over seven early release days with development time of 2.5 hours per day built into the schedule.

In the Spring of 2014, a committee grew out of Arcadia’s Education 21 Task Force called the Collaboration Time Advisory Council (C-TAC) with the task of putting legs to the plan. C-TAC is a representative group made up of bargaining unit members and management team members who were charged with serving as an advisory committee to the District in the implementation of the district-wide California Academic Standards Collaboration Time supporting TK-12 instructional programs both vertically and horizontally, as they made dramatic instructional and curricular shifts.

The commitment from both our bargaining units and management was to build research-based professional development around small collaborative working groups. Each group would be designed intentionally to have a vertical alignment of teachers from TK-12 engaged in the work together.

In late Spring of 2014, the C-TAC committee reached out to all certificated staff to assist with generating ideas for the content of the Collaboration Days. The committee, after reviewing and discussing the many ideas that were submitted and looking at survey data, generated a list of themes which became the foundation of the Collaboration Days and assisted in guiding the development of a Course Group Catalogue. The planning of the Collaboration Days was research based, focused on meaningful work, teacher choice, flexibility, and ongoing commitment. The Professional Development was designed around teacher interests that included creating autonomous choice for teachers and support providers in relation to where they felt they could best contribute their training, talents, interests, and education, by participating in Small Working Groups (SWaG) and engaging with other professionals to continue the real work of implementing the California Academic Standards.

Each SWaG is led by a self-selected Facilitator from amongst the various stakeholder groups and has been charged with collaborating both with colleagues at their own site and with fellow professionals from other district sites. Mentor-leaders have self-selected several Facilitators to provide support throughout implementation of this professional development. The crystal-clear goals of the Collaboration Days include producing a comprehensive and fully articulated Arcadia California Academic Standards Core Curriculum in English-Language Arts and Mathematics; to research and make recommendations for curriculum and instructional shifts in the Social Sciences, Sciences, Foreign Languages, Physical Education, Electives, Visual and Performing Arts, Character Education, Technology implementation, English-Language Development, Next Generation Science Standards implementation, Project-Based Learning, Innovative Instruction, Google Classroom and various online and Open Educational Resources, and Special Education from a Transitional Kindergarten to Grade 12 perspective. Data continues to be collected from the SWaGs through group evaluations and is then disaggregated and shared through various modalities to each stakeholder group.

Over the past five years, additional professional development resources have been designated for Mathematics and English-Language curriculum development and 21st Century instructional skill development, including National Council of Teachers of Mathematics (NCTM) conferences, Thinking Maps, and Write From the Beginning, in support of California Academic Standards implementation, Illuminate data and assessment system, AVID, Advanced Placement, and Next Generation Science Standards. At the high school level, data indicated that a large segment of potentially college-bound students were not being provided access and opportunity to pursue honors and college-level courses, as their high-achieving classmates were. Leadership worked with teachers to engage in professional development around the themes of Advanced Placement (AP) open access and equity for all students over the past two years. Professional Development resources have been designated to send teachers, counselors and leadership to the local and regional College Board/A.P. Forums. Continued professional development will be pursued at the national level.

Similarly, both middle school and high school leadership mined data to identify a significant population of students who should be college-bound but who were not achieving or engaged in school due to a variety of social, economic, or familial factors. As a result, the full implementation of the Advancement Via Individual Determination (AVID) program has been a primary focus of professional development dollars over the past five years, especially at grades 7-12. In addition, two elementary schools, Holly Avenue and Longley Way, added AVID programs.

Individual school sites have been tasked with working with the Instructional Coaches to conduct professional development around the themes of the California Academic Standards, including rigor, focus, coherence, instructional strategies, shifts in curriculum, pacing and instructional materials, writing instruction and problem-solving.

Staff development topics from 2012 – 2016 school years have included effective instruction and critical thinking, implementation of the electronic grade book, the California Academic Standards, identification, development and curation of online resources, pedagogical shifts, and brain research.