

Longley Way Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Longley Way Elementary
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
Grades Served	K-5
CDS Code	19642616011191

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

School Description and Mission Statement (Most Recent Year)

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 that we offer 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 PTA, and field trips at each grade level.

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 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	83
Grade 2	79
Grade 3	79
Grade 4	83
Grade 5	80
Total Enrollment	485

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	66.6
Filipino	3.3
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0.4
White	13.6
Two or More Races	0.2
Socioeconomically Disadvantaged	25.6
English Learners	21.6
Students with Disabilities	8
Foster Youth	0.2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	26	25	26	414
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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 2015-16)

Year and month in which data were collected: January 2015

Core Curriculum Area	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	California Harcourt School Publishers Math 2009 / 2009	Yes	0
Science	California Science 2008 / 2008	Yes	0
History-Social Science	Reflections (Grades K-5) 2007 / 2007	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 in which data were collected: 12/17/15				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/17/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 in which data were collected: 12/17/15				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	72	76	44
Mathematics	73	75	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	78	75	96.2	9	8	24	56
	4	83	83	100.0	19	18	22	41
	5	78	77	98.7	12	13	34	42
Male	3	78	36	46.2	11	14	28	42
	4	83	36	43.4	22	25	25	28
	5	78	33	42.3	15	9	45	30
Female	3	78	39	50.0	8	3	21	69
	4	83	47	56.6	17	13	19	51

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	78	44	56.4	9	16	25	50
Black or African American	3	78	1	1.3	--	--	--	--
	4	83	1	1.2	--	--	--	--
Asian	3	78	54	69.2	6	6	26	61
	4	83	58	69.9	16	19	19	47
	5	78	52	66.7	8	13	29	50
Filipino	3	78	2	2.6	--	--	--	--
	4	83	2	2.4	--	--	--	--
	5	78	1	1.3	--	--	--	--
Hispanic or Latino	3	78	13	16.7	31	15	23	31
	4	83	10	12.0	--	--	--	--
	5	78	8	10.3	--	--	--	--
White	3	78	5	6.4	--	--	--	--
	4	83	11	13.3	27	9	27	36
	5	78	16	20.5	19	6	56	19
Two or More Races	4	83	1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3	78	16	20.5	19	19	19	44
	4	83	25	30.1	16	24	32	28
	5	78	19	24.4	21	21	21	37
Students with Disabilities	3	78	1	1.3	--	--	--	--
	4	83	3	3.6	--	--	--	--
	5	78	1	1.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	78	76	97.4	5	13	34	47
	4	83	83	100.0	8	24	30	37
	5	78	77	98.7	12	17	25	47
Male	3	78	37	47.4	3	16	27	54
	4	83	36	43.4	0	19	44	36

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	5	78	33	42.3	15	9	30	45
Female	3	78	39	50.0	8	10	41	41
	4	83	47	56.6	15	28	19	38
	5	78	44	56.4	9	23	20	48
Black or African American	3	78	1	1.3	--	--	--	--
	4	83	1	1.2	--	--	--	--
Asian	3	78	54	69.2	2	11	30	57
	4	83	58	69.9	7	17	33	43
	5	78	52	66.7	8	10	23	60
Filipino	3	78	2	2.6	--	--	--	--
	4	83	2	2.4	--	--	--	--
	5	78	1	1.3	--	--	--	--
Hispanic or Latino	3	78	13	16.7	8	31	46	15
	4	83	10	12.0	--	--	--	--
	5	78	8	10.3	--	--	--	--
White	3	78	6	7.7	--	--	--	--
	4	83	11	13.3	18	27	18	36
	5	78	16	20.5	19	25	38	19
Two or More Races	4	83	1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3	78	17	21.8	12	29	41	18
	4	83	25	30.1	4	24	44	28
	5	78	19	24.4	26	11	26	37
Students with Disabilities	3	78	1	1.3	--	--	--	--
	4	83	3	3.6	--	--	--	--
	5	78	1	1.3	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87	82	87	86	86	84	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	84
All Students at the School	87
Male	89
Female	86
Asian	88
Filipino	--
Hispanic or Latino	--
White	85
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	70
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.30	18.20	61.00

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 (Most Recent Year)

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, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.36	0.00	0.20	0.48	0.60	0.36	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.01	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 by March 1 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	17	3	2		14	4	2		14	4	2	
1	25		3		26		3		26		2	
2	25		3		26		3		26		3	
3	26		3		26		3		26		3	
4	27		3		27		3		32		2	
5	32		3		29		3		32		3	
Other	8	1			7	1			16	1	1	

Note: 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 2014-15)

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	1	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist		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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,443	\$1,312	\$6,131	\$89,106
District	N/A	N/A	\$5,790	\$86,343
Percent Difference: School Site and District	N/A	N/A	5.9	3.2
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	14.6	28.7

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,629	\$42,315
Mid-Range Teacher Salary	\$80,562	\$66,451
Highest Teacher Salary	\$104,499	\$85,603
Average Principal Salary (Elementary)	\$126,366	\$105,079
Average Principal Salary (Middle)	\$145,978	\$111,005
Average Principal Salary (High)	\$153,173	\$121,310
Superintendent Salary	\$216,327	\$189,899
Percent of Budget for Teacher Salaries	46%	39%
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, 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 three 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. 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 3 years, especially at grades 7-12. In addition, one elementary school, Holly Avenue, added a full school AVID program.

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 for the 2012 – 2013 school year included effective instruction and critical thinking, implementation of the electronic grade book, and discussion of the California Academic Standards.