

Pathways to College

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	Pathways to College
Street	9144 Third Ave.
City, State, Zip	Hesperia CA, 92345
Phone Number	(760) 949-8002
Principal	Chala Salisbury
E-mail Address	chala.salisbury@crosswalkschoolk12.com
Web Site	
Grades Served	K-8
CDS Code	36-75044-0112441

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

School Description and Mission Statement (Most Recent Year)

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	47
Grade 1	46
Grade 2	41
Grade 3	41
Grade 4	30
Grade 5	36
Grade 6	33
Grade 7	31
Grade 8	23
Total Enrollment	328

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.3
Hispanic or Latino	70.4
Native Hawaiian or Pacific Islander	0.3
White	20.4
Two or More Races	1.5
Socioeconomically Disadvantaged	88.7
English Learners	27.4
Students with Disabilities	8.5
Foster Youth	1.2

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				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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	98.7	1.3
High-Poverty Schools in District	98.7	1.3
Low-Poverty Schools in District	0.0	0.0

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: October, 2012

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, 2012, 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.2012/13-11 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 9-11, inclusive.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2001: Sadler/Oxford: Vocabulary Workshop 2002: McDougal Littell: Language of Literature 2001: Scholastic: Scholastic Spelling 2001: National Textbook Co.: Public Speaking 3rd Edition	Yes	0%
Mathematics	(N/A): Holt Rinehart: Intro to Algebra 2008: Larson, Hostetler, Edwards 2008: Pre Calculus with Limits, Fifth Ed. 2001: Advantage Learning: Accelerated Math 2009: Prentice Hall 2009: California Algebra Readiness 2005: Venture Publishing: Calculus Concepts & Calculators 2nd Edition 2001: D. C. Heath: Algebra 1 Integrated Approach 2008: Lial, Greenwell, Ritchey 2008: Finite 2009: Prentice Hall 2009: California Pre-Algebra 2001: D. C. Heath 1995: Algebra II Integrated Approach (N/A): D. C. Heath: Calculus 2001: Prentice Hall: Informal Geometry 2001: D. C. Heath: Geometry 2008: Prentice Hall 2008: California Algebra 2 (N/A): Prentice Hall: Advanced 2009: Prentice All 2009: California Algebra 1 2008: Prentice Hall 2008: California Geometry 2004: Pearson Education: Elementary Statistics 9th Edition	Yes	0%
Science	2007: Glencoe: Biology 2007: Prentice Hall: Earth Science 2007: McGraw Hill: Hole's Essentials of Human Anatomy 2007: Holt: Physics 2007: Prentice Hall: Chemistry 2007: CPO: Integrated Science	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2006: Thomas/South-Western: Economics Principles & Policies 2006: Worth Publishers: Exploring Psychology 6th Edition 2006: Glencoe: Economics - Principles and Practices 2006: McDougal Littell: The Americans-Reconstruct 2006: Houghton Mifflin: The American Pageant 13th Edition 2006: Pearson: Civilization in the West 2001: McDougal Littell: American Government, Student Handbook 2006: McDougal Littell: Modern World History- Patterns of Interaction	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				
Electrical: Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected:				
Overall Rating	Exemplary	Good	Fair	Poor

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	22	30	44
Mathematics	16	19	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	43	41	95.3	49	27	22	2
	4	32	31	96.9	77	6	13	3
	5	36	35	97.2	37	20	31	11
	6	37	36	97.3	42	50	6	0
	7	37	36	97.3	50	31	14	6
	8	24	24	100.0	42	38	17	4
Male	3		18	41.9	67	22	11	0
	4		18	56.3	72	6	17	6
	5		20	55.6	45	20	20	15
	6		23	62.2	52	43	4	0
	7		19	51.4	63	21	11	5
	8		15	62.5	40	40	20	0
Female	3		23	53.5	35	30	30	4
	4		13	40.6	85	8	8	0
	5		15	41.7	27	20	47	7
	6		13	35.1	23	62	8	0
	7		17	45.9	35	41	18	6
	8		9	37.5	--	--	--	--
Black or African American	3		4	9.3	--	--	--	--
	4		2	6.3	--	--	--	--
	5		2	5.6	--	--	--	--
	6		3	8.1	--	--	--	--
	7		7	18.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	4		1	3.1	--	--	--	--
Hispanic or Latino	3		34	79.1	50	24	24	3
	4		20	62.5	80	10	5	5
	5		26	72.2	46	23	27	4
	6		18	48.6	44	44	6	0
	7		25	67.6	52	32	8	8
	8		20	83.3	45	30	20	5
Native Hawaiian or Pacific Islander	5		1	2.8	--	--	--	--
White	3		2	4.7	--	--	--	--
	4		7	21.9	--	--	--	--
	5		6	16.7	--	--	--	--
	6		14	37.8	50	50	0	0
	7		3	8.1	--	--	--	--
	8		4	16.7	--	--	--	--
Two or More Races	3		1	2.3	--	--	--	--
	4		1	3.1	--	--	--	--
	6		1	2.7	--	--	--	--
	7		1	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		39	90.7	51	26	23	0
	4		28	87.5	75	7	14	4
	5		29	80.6	38	17	34	10
	6		27	73.0	41	48	7	0
	7		29	78.4	59	28	10	3
	8		21	87.5	43	38	14	5
English Learners	3		11	25.6	64	27	9	0
	4		6	18.8	--	--	--	--
	5		6	16.7	--	--	--	--
	6		6	16.2	--	--	--	--
	7		10	27.0	--	--	--	--
	8		9	37.5	--	--	--	--
Students with Disabilities	3		2	4.7	--	--	--	--
	4		3	9.4	--	--	--	--
	5		4	11.1	--	--	--	--
	6		2	5.4	--	--	--	--
	7		7	18.9	--	--	--	--
	8		4	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	43	41	95.3	41	37	22	0
	4	32	31	96.9	39	42	19	0
	5	36	35	97.2	34	34	14	17
	6	37	36	97.3	56	39	6	0
	7	37	36	97.3	56	33	3	6
	8	24	24	100.0	58	38	0	4
Male	3		18	41.9	44	33	22	0
	4		18	56.3	44	28	28	0
	5		20	55.6	45	25	5	25
	6		23	62.2	52	39	9	0
	7		19	51.4	68	16	5	5
	8		15	62.5	47	53	0	0
Female	3		23	53.5	39	39	22	0
	4		13	40.6	31	62	8	0
	5		15	41.7	20	47	27	7
	6		13	35.1	62	38	0	0
	7		17	45.9	41	53	0	6
	8		9	37.5	--	--	--	--
Black or African American	3		4	9.3	--	--	--	--
	4		2	6.3	--	--	--	--
	5		2	5.6	--	--	--	--
	6		3	8.1	--	--	--	--
	7		7	18.9	--	--	--	--
Filipino	4		1	3.1	--	--	--	--
Hispanic or Latino	3		34	79.1	41	38	21	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		20	62.5	50	35	15	0
	5		26	72.2	42	35	15	8
	6		18	48.6	56	39	6	0
	7		25	67.6	60	32	4	4
	8		20	83.3	60	35	0	5
Native Hawaiian or Pacific Islander	5		1	2.8	--	--	--	--
White	3		2	4.7	--	--	--	--
	4		7	21.9	--	--	--	--
	5		6	16.7	--	--	--	--
	6		14	37.8	64	29	7	0
	7		3	8.1	--	--	--	--
	8		4	16.7	--	--	--	--
Two or More Races	3		1	2.3	--	--	--	--
	4		1	3.1	--	--	--	--
	6		1	2.7	--	--	--	--
	7		1	2.7	--	--	--	--
Socioeconomically Disadvantaged	3		39	90.7	44	38	18	0
	4		28	87.5	39	39	21	0
	5		29	80.6	31	34	17	17
	6		27	73.0	59	33	7	0
	7		29	78.4	62	31	0	7
	8		21	87.5	57	38	0	5
English Learners	3		11	25.6	64	18	18	0
	4		6	18.8	--	--	--	--
	5		6	16.7	--	--	--	--
	6		6	16.2	--	--	--	--
	7		10	27.0	--	--	--	--
	8		9	37.5	--	--	--	--
Students with Disabilities	3		2	4.7	--	--	--	--
	4		3	9.4	--	--	--	--
	5		4	11.1	--	--	--	--
	6		2	5.4	--	--	--	--
	7		7	18.9	--	--	--	--
	8		4	16.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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)	40	63	38	51	46	36	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	36
All Students at the School	38
Male	42
Female	38
Black or African American	--
Hispanic or Latino	30
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	40
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	32.40	14.70	8.80
7	32.40	23.50	11.80

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)

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	0.00	1.05	0.00	6.60	5.93	5.55	5.07	4.36	3.80
Expulsions	0.27	0.00	0.00	0.21	0.30	0.38	0.13	0.10	0.09

School Safety Plan (Most Recent 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		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	83.3

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				28		2	1	18	1	2		
1								23		2		
2				21	1	1		21	1	1		
3				19	1	1		21	1	1		
4				18	1	1		15	1	1		
5				21	1	1		17	1	1		
6				17	1	1		17	10			
Other				22	1	2						

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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				16	7			13	5			
Mathematics				19	3			15	3			
Science				17	3			18	2	1		
Social Science				17	3			18	3			

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		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				
District	N/A	N/A		\$67,156
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general fund state funding, Hesperia Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education
- Economic Impact Aid
- Gifted & Talented
- 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,133	\$43,165
Mid-Range Teacher Salary	\$68,354	\$68,574
Highest Teacher Salary	\$86,267	\$89,146
Average Principal Salary (Elementary)	\$108,840	\$111,129
Average Principal Salary (Middle)	\$111,849	\$116,569
Average Principal Salary (High)	\$122,036	\$127,448
Superintendent Salary	\$156,260	\$234,382
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	6%	5%

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 California State Content Standards and Frameworks and are research-based.

The Certificated staff builds teaching skills and concepts through participation in ongoing training sponsored by the district and school site. During the 2011-12 school year, the district did not provide a staff development buy-back day. 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 Staff Council. Training programs and topics were chosen based upon the school focus and student needs. Results for the California Standardized Tests and district benchmark 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 early student release days, during summer vacation, and on weekends. Staff development topics and focus areas are identified and selected based upon input from the district's Professional Development Committee, Principals' Roundtable, and teacher survey results. The Professional Development Committee meets four times a year to review student test results from state and district assessments and review teacher survey needs. 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

2009-10: 1

2010-11: 0

2011-12: 0