

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Happy Camp Elementary School	<b>District Name</b>	Happy Camp Union Elementary School District
<b>Street</b>	114 Park Way	<b>Phone Number</b>	(530) 493-2267
<b>City, State, Zip</b>	Happy Camp, CA 96039	<b>Web Site</b>	<a href="http://www.sisnet.ssku.k12.ca.us/~happyftp/">www.sisnet.ssku.k12.ca.us/~happyftp/</a>
<b>Phone Number</b>	(530) 493-2267	<b>Superintendent</b>	Casey Chambers
<b>Principal</b>	Casey Chambers	<b>E-mail Address</b>	<a href="mailto:chambers@sisnet.ssku.k12.ca.us">chambers@sisnet.ssku.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:chambers@sisnet.ssku.k12.ca.us">chambers@sisnet.ssku.k12.ca.us</a>	<b>CDS Code</b>	47-70334-6050785

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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"Working Together to Ensure Learning For All" is the mission of Happy Camp Union Elementary School District. Our goal is to provide (through staff, parents, and our community), an education in a safe, secure environment. We recognize the uniqueness and needs of all our students, and we endeavor to provide the tools for success in higher education and adult life. Our staff help students develop the personal, social, and ethical values they need to reach their full potential.

Happy Camp Elementary is located in the small rural community of Happy Camp, California, in the rugged Marble Mountain Range of Siskiyou County. The school's student enrollment from kindergarten through 8th grade, is 114. Currently, we employ seven regular education teachers, one Resource teacher, and 14 classified staff. A Special Day Classroom teacher is provided by the County Office of Education. We offer both breakfast and hot lunches to our student population. In accordance with the National School Lunch Program (NSLP), 100% of students are eligible to receive free meals. Our After School Program, Rockets, provides free, supervised after school homework help and enrichment activities for all students until 6:00 p.m.

We have a 14.7 pupil to teacher ratio with small class sizes averaging 17 students per class. The number of pupil to computers is 1 computer for every 3 students.

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents are encouraged to visit the campus and classrooms. We welcome participation as members of School Site Council, Indian Parent Committee, and as classroom volunteers. In addition, parents are an integral component of our school community and are encouraged to contribute their skills and input at School Board Meetings, parent/teacher conferences, open house, field trips, athletic events, award ceremonies, and other school activities. We have a Parent Booster Club, which raises funds to provide quality assemblies for our students, three or four times each school year. Our Title VII Parent Committee gives valuable input for our Title VII grant, which provides extra academic support to our students through the after school intervention programs. This committee also provides an important link between our local Karuk Tribe and the school.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Kindergarten	16
Grade 1	11
Grade 2	13
Grade 3	11
Grade 4	19
Grade 5	10
Grade 6	14
Grade 7	10
Grade 8	10
<b>Total Enrollment</b>	<b>114</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	40.4
American Indian or Alaska Native	31.6	Two or More Races	19.3
Asian	0.9	Socioeconomically Disadvantaged	10.5
Filipino	0	English Learners	0
Hispanic or Latino	7	Students with Disabilities	0
Native Hawaiian/Pacific Islander	0		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0	0	0	0	0	0	0	0	13.7	1	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	17	1	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	13.8	6	0	0

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

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Date of Last Review/Update: August 2010  
Date Last Discussed with Staff: August 24, 2010

Safety of students and staff is a primary concern of Happy Camp Elementary. The School Safety Plan is updated regularly and reviewed with staff and substitutes providing a reference to emergency telephone numbers, actions to be taken, warning signals, Board policies, and other information dealing with emergencies. In addition, the school maintains compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted each month.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	28.57	15.24	24.56	60	30.43	24.56
Expulsions	0	0	0	0	0	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** August, 2011

Happy Camp Elementary School provides a safe, clean environment for students, staff and volunteers. A team of two full-time custodians ensures that classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled monthly maintenance program is administered by the District to ensure all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

Our facility was inspected on August 29, 2011 by custodian Richard Hahn. We used the Facility Inspection Tool and received an exemplary rating. No corrective actions were needed. The facility condition, as well as planned improvement projects, are discussed monthly with staff and at each board meeting.

Recent improvement projects include improvement in drainage systems on both playgrounds, new protective rubber chip fill in play areas, and new play structures. The electrical system in the multi-purpose room and the portables have been updated. A cement walkway in front of the school has been replaced. Our lighting systems in all the rooms, restrooms and offices in the main building, as well as our portable buildings, have been updated and improved. Cooled drinking fountains have been installed.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	7	7	7	7
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

\* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	N/A
Counselor (Social/Behavioral or Career Development)	--	---
Library Media Teacher (Librarian)	--	---
Library Media Services Staff (paraprofessional)	0.35	---
Psychologist	0.2	---
Social Worker	--	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0.2	---
Resource Specialist (non-teaching)	--	---
Other	--	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September, 2011

All students have a text or workbook they can take home as needed for Reading/Language Arts, Mathematics, Science and History-Social Science.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K-5th Grades: Pearson "Reading Street" 6th-8th Grades: Glencoe 2010 4-8 Intensive Intervention: Portals 2010	Yes	0%
<b>Mathematics</b>	K-5th Grades: Saxon, California Saxon Math, 2008 4th-7th Grades: Kaplan K-12 Learning Services, Momentum Math, 2007 6th-8th Grades: Holt, Rinehart and Winston, Holt California Mathematics, 2008 8th Grade: Holt, Rinehart and Winston, McDougal Littell Algebra Readiness, 2008	Yes	0%
<b>Science</b>	K-5th Grades: Delta, Foss Science, 2007 6th-8th Grades: Glencoe/McGraw Hill Science, 2007	Yes	0%
<b>History-Social Science</b>	K-5th Grade: MacMillan/McGraw Hill, California Vistas, 2007 6th-8th Grade: Glencoe/McGraw Hill - Discovering our Past, 2006	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12,863	\$4,939	\$7,924	\$44,006
District	---	---	\$7,924	\$44,006
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	+31%	-23%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

We spent an average of \$12,751 to educate each student (based on 2008-2009 unaudited financial statements) and \$12,863 in the year 2009/2010 (\$7,924 Basic, \$4,939 Supplemental). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. These calculations are required by law annually and are compared with other districts statewide.

- Title I, Part A
- State Fiscal Stabilization Funds
- Title IV, Part A, Drug-Free Schools
- Title II, Part A, Teacher Quality
- Title V, Part A, Innovative Education
- Title VI, Part B, Small Rural Grant
- Title VII, Indian Education
- PL 874 Federal Impact Aid
- Gifted and Talented Education
- Transportation, Home to School
- K-3 Class Size Reduction
- State Lottery
- State Lottery: Instructional Materials
- School Safety & Violence Prevention
- Art & Music Block Grant
- Middle and High School Supplemental School Counseling
- Instructional Materials
- School Based Coordinated Program Economic Impact Aid (EIA)
- Peer Assistance & Review (PAR)
- Professional Development Block Grant
- School & Library Improvement Block Grant
- Quality Education Investment Act (QEIA)
- SAFE After School Program
- Special Education State Aid (AB 602)

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,680	\$38,744
Mid-Range Teacher Salary	\$43,863	\$55,509
Highest Teacher Salary	\$59,678	\$70,567
Average Principal Salary (Elementary)	n/a	\$92,338
Average Principal Salary (Middle)	n/a	\$96,427
Average Principal Salary (High)	n/a	\$94,401
Superintendent Salary	\$80,792	\$109,381
Percent of Budget for Teacher Salaries	43%	37%
Percent of Budget for Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	31	31	32	30	32	32	49	52	54
Mathematics	37	29	55	36	30	55	46	48	50
Science	12	38	54	15	38	54	50	54	57
History-Social Science	0	12	0	0	12	0	41	44	48

\* 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.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	32	55	54	0
All Student at the School	32	55	54	0
Male	30	57	0	0
Female	35	53	0	0
Black or African American				
American Indian or Alaska Native	27	62	0	0
Asian				
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	36	58	0	0
Two or More Races	43	50	0	0
Socioeconomically Disadvantaged	32	55	54	0
English Learners	0	0	0	0
Students with Disabilities	13	53	0	0
Students Receiving Migrant Education Services				

\* 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 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	22.2	22.2
7	37.5	50	0

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	1	1	1
Similar Schools	N/A		

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	6	-41	154
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	8	-38	154
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	71	763	74	767	4,683,676	778
Black or African American	0		0		317,856	696
American Indian or Alaska Native	25	716	27	727	33,774	733
Asian	0		0		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	2		3		2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	31	787	31	787	1,258,831	845
Two or More Races	12	812	12	812	76,766	836
Socioeconomically Disadvantaged	71	763	74	767	2,731,843	726
English Learners	0		0		1,521,844	707
Students with Disabilities	15	632	18	672	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	100

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year, then share experiences and knowledge with district colleagues. The district offers three staff development days annually in which teachers receive professional growth opportunities in curriculum development, teaching strategies, and best practices. In accordance with our QEIA Grant (Quality Education Investment Act), both certificated and classified staff are encouraged and supported in 40 hours each year of rigorous professional growth, including SB472 math and reading classes and follow-up.