

Johnstonville Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Johnstonville Elementary School
Street	704-795 Bangham Lane
City, State, Zip	Susanville, CA 96130
Phone Number	(530) 257-2471
Principal	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
Website	www.johnstonville.org
County-District-School (CDS) Code	18641136010748

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Johnstonville Elementary School District
Phone Number	(530) 257-2471
Superintendent	Dr. Scott Smith
Email Address	ssmith@johnstonville.org
Website	www.johnstonville.org

School Description and Mission Statement (School Year 2020-2021)

Guiding Principle

We will Achieve Academic and Social Success for All Students

Mission Statement

The Johnstonville Elementary School District, in partnership with parents and the community, will ensure that all students are competent in the basic skill areas, demonstrate continuous achievement toward educational excellence, and reach their highest potential as productive, responsible citizens.

Message from the Superintendent:

Dear Johnstonville School Community:

The 2020-21 school year will be a challenging year for our community, including our parents and families, our staff, and most of all, our students. The recent closure of our school in the spring with the Covid-19 pandemic has caused some learning loss among students. We are dedicated to help mitigate these issues and assist all of our students find both academic and social success.

We utilize a robust student achievement and assessment system that informs our educational decision making process. This system allows us to identify the type(s) of support each student needs. Students are assessed using multiple assessments on a regular basis so the public, board members, parents, teachers, and the students themselves know how the students are performing in Reading, Mathematics, Language Arts, and Science. Our dramatic increases in both English Language Arts and Math, as recorded by the 2019 SBAC assessment, demonstrates the hard work and dedication our staff has to student achievement.

Johnstonville Elementary staff strive to create an academically rigorous and safe environment to help all students maximize their learning potential. As a small school, we are able to get to know each student and work with their family to help our students achieve success.

On behalf of our staff, let me welcome you to the Johnstonville family!

Scott Smith, Superintendent/Principal

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	24
Grade 1	14
Grade 2	20
Grade 3	19
Grade 4	26
Grade 5	12
Grade 6	23
Grade 7	22
Grade 8	23
Total Enrollment	183

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.6
Asian	1.1
Hispanic or Latino	25.7
White	65.6
Two or More Races	4.9
Socioeconomically Disadvantaged	48.1
English Learners	2.7
Students with Disabilities	7.1
Foster Youth	2.2
Homeless	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	9	9	9	9
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	2018-19	2019-20	2020-21
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

On September 24, 2020, the Johnstonville Elementary School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Johnstonville Elementary School District Board of Trustees approved Resolution #2020-2021-2 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students in the district, including English learners, to the extent that each pupil has a textbook or instructional materials or both to use in class and to take home; and (2) that 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 English/language arts, math, science, and history-social science. All students have access to their own textbooks and supplemental materials in accordance with the Williams Act.

All textbook and support materials are selected from the state's list of approved materials and adopted by the California State Board of Education. In addition, Johnstonville Elementary School District follows the state guidelines and cycles for textbook adoptions. The Johnstonville Elementary School Curriculum Council advises the Johnstonville Elementary School District Board of Trustees in matters concerning curriculum adoption and sets the course for curricular enhancements for the district. The Curriculum Council is comprised of the Superintendent/Principal, teacher representatives, and parents/community members. All recommended materials are available for parent examination at the district office prior to adoption. The information that follows shows the currently adopted instructional materials and availability of the textbooks used at the school as of December 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders Adopted 2016	Yes	0%
Mathematics	Big Ideas -- Math (6-8) Adopted 2014	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	California Math -- Expressions -- Common Core Houghton Mifflin (K-5) Adopted 2014		
Science	Glencoe (6-8) Adopted 2007 Scott Foresman (K-5) Adopted 2007	Yes	0%
History-Social Science	National Geographic Social Studies (6-8) Adopted 2020 Scott Foresman (K-5) Adopted 2008	Yes	0%

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

School Facility Conditions and Planned Improvements

Johnstonville School's campus has a total of 7¼ acres. Johnstonville School was rebuilt in 1961. The age of the facility obviously impacts the effort needed to maintain a clean and safe environment for our students. Our staff members, especially our custodial and maintenance personnel, deserve commendations on their ability to create a safe, comfortable learning environment for our staff and students. A large gymnasium was added to our school site in 2008 and has become a source of pride for our school and community. Prior to the Covid-19 epidemic, this facility was used by our students, Lassen Hoops, and other community organizations every week. The addition of the gymnasium has filled a community-wide need for recreational facilities. Unfortunately, we are currently unable to allow community organizations to use campus facilities.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/16/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	53	N/A	53	N/A	50	N/A
Mathematics (grades 3-8 and 11)	37	N/A	37	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

We recognize that parents are essential partners in the education of their student. We want to foster a positive and welcoming school environment for all our community stakeholders, especially our parents and families. Unfortunately, the Covid-19 pandemic has severely reduced the number of opportunities our parents and families have to become involved. This has required Johnstonville Elementary School District to fundamentally rethink how we approach our families. Traditional methods such as parent teacher meetings, Back-to-School nights, and sporting events are now virtual or non-existent. In addition, those families who either choose, or are required to participate in, distance learning are now taking a more active role in their student's education. These changes have necessitated families to transition from being stakeholders to being critical learning partners in the central work of teaching and learning.

Johnstonville Elementary School District will utilize a variety of communication tools to reach out to families, including in languages other than English, when students are struggling academically, not meeting attendance requirements, not engaging in instruction, and/or are at a higher risk of learning loss. Certificated staff will utilize a universal screener to help identify areas of learning loss and academic gaps. Students will then be given interventions and supports to help ensure students are receiving a quality education and are academically successful.

Johnstonville Elementary School District will re-examine components of previous parent engagement efforts and examine ways to provide parents with information regarding various instructional methodologies, learning goals, and technology tips/tricks to help ensure that learning continues if the school's distance learning models are instituted. In addition, Johnstonville Elementary School District will use our social media platforms to help keep our families informed and engaged both academically and socially with Johnstonville Elementary School.

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	0.5	1.8	0.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.2	2.2	2.5
Expulsions	1.1	1.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Student safety is a top priority at Johnstonville Elementary School. We strive to establish and maintain a safe, healthy, and positive school environment. Students and staff regularly review good safety practices and rules for responsible behavior in classes and on the playground. Due to the Covid-19 pandemic, Johnstonville Elementary School is not currently allowing visitors on our campus. The School Site Council, our staff, Lassen County Sheriff's Department, and Susan River Volunteer Fire Department review our School Safety Plan on an annual basis. This plan includes procedures for emergencies, exit routes, parent pick-up during emergencies, and the location of emergency supplies. A copy of this plan is kept in the office for parent review. Fire, earthquake, and/or intruder-on-campus drills are practiced on a regular basis. The school has a part-time nurse and part-time school counselor. Staff utilize two way radios for effective communication at recess, emergency drills/events, and coordinating student pick-up for unplanned/emergency early school closures. The school has a zero tolerance policy on illegal drugs, weapons, and bullying/cyberbullying. The School Board is informed when a student is in possession of a weapon and suspension/expulsion may be recommended.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	10	2			10	2			12	2		
1	20	1			23		1		14	1		
2	25		1		20	1			20	1		
3	17	1			27		1		19	1		
4	23		1		17	1			13	2		
5	24		1		22		1		12	1		
6	27		1		21		1		23		2	

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,743	\$1,518	\$8,225	\$55,003
District	N/A	N/A	\$8,225	\$56,788
Percent Difference - School Site and District	N/A	N/A	0.0	-3.2
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	5.9	-26.0

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

Types of Services Funded (Fiscal Year 2019-2020)

Johnstonville Elementary School is a Title I school and receives Title I funds to help improve the academic skills of our low-income students. These funds help pay for an instructional aide who works in the classroom to support students in our English language arts and math programs. In addition, some of these funds provide for books and materials needed to make our various programs effective. Johnstonville Elementary School also receives Local Control Supplemental funds. These funds assist in the development of a multi-tiered system of support for students, teacher professional development in the areas English language arts and mathematics, the utilization of an instructional aide in the classrooms, and the development and implementation of an elective wheel of instruction.

The JSCA is a dedicated group of parents who work very hard on our behalf to provide funds that offset the cost of field trips, field trip transportation, and school assemblies through their annual fundraisers.

We also receive funds from several grants that have expanded the educational opportunities of our students in the areas of technology and career and technical education. In addition, grant funds have helped our students with enrichment activities, such as field trips, assemblies and computer programs, as a supplement to their education.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,049	\$46,965
Mid-Range Teacher Salary	\$56,966	\$67,638
Highest Teacher Salary	\$84,566	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$110,000	\$128,853
Percent of Budget for Teacher Salaries	29.0	30.0
Percent of Budget for Administrative Salaries	9.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		34	40

Johnstonville Elementary School teachers attend professional development events throughout the year to look at best practices as they relate to California State Standards, student achievement data, and the exploration of evidence-based ideas that assist in the improvement of classroom instruction. All staff returned to school two days prior to the first day of school. These two days were dedicated to professional development in the areas of multi-tiered systems of support, recognizing potential signs of suicide, the California State Math Standards and the Next Generation of Science Standards (NGSS). In addition, teachers meet every Tuesday in Professional Learning Communities (PLC's) to collaborate on a variety of topics including assessment strategies, student achievement data, and grade-level instructional strategies. One Tuesday a month continues to be dedicated to a specific topic in which teachers have expressed interest. These topics have included such items as Clever utilization, distance learning components, google classroom applications, interim SBAC utilization, and the development of effective interventions.

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?

There are two primary areas of focus for staff development. This first is the development and implementation of effective rigorous academic instruction. The second area of focus is the development of successful interventions to help those students who struggle academically. These two areas of focus came from reviewing both formative and summative assessment data.

What are the methods by which professional development is delivered (e.g., after-school workshops, conference attendance, individual mentoring, etc.)?

Professional development is delivered throughout the year in various settings. Before school starts, professional development is provided through all-staff professional development days. On these days, staff members engage in a conference-like setting, moving through a series of workshops that are focused on the professional development goals set out by the LCAP. Additionally, professional development is provided during Tuesday afternoon PLC meetings that are typically led by grade-level team leaders.

How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are supported in a variety of ways during implementation of our LCAP professional development goals. During Tuesday afternoon PLC meetings, grade-level leaders meet individually with teachers and provide supporting materials as teachers engage in this learning. In addition, district and school personnel continue to review professional development opportunities that support the LCAP goals.