

Johnstonville Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

School Contact Information (School Year 2019-20)

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

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

Guiding Principle

We will Achieve Academic and Social Success for All Students

Mission Statement

The Johnstonville Elementary School District, in partnership with parents and 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 2019-20 school year will be an exciting new year for our community, including our parents and families, our staff and most of all, our students.

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 exactly what the students know in Reading, Mathematics, Language Arts, and Science. Our dramatic increases in both English Language Arts and Math, as recorded by the 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.

We welcome you to come visit our school, walk the campus, and observe teaching and learning!

Scott Smith, Superintendent/Principal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	19
Grade 1	23
Grade 2	20
Grade 3	27
Grade 4	17
Grade 5	22
Grade 6	21
Grade 7	26
Grade 8	14
Total Enrollment	189

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	3.2
Asian	0.5
Hispanic or Latino	19.6
White	68.8
Two or More Races	6.3
Socioeconomically Disadvantaged	47.6
English Learners	1.6
Students with Disabilities	6.9
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	9	8	8
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	2017-18	2018-19	2019-20
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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

On September 12, 2019, 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 #2019/20-2 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 currency and availability of the textbooks and other instructional materials used at the school as of December 2019.

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 Adopted 2014 California Math -- Expressions -- Common Core Houghton Mifflin (K-5) Adopted 2014	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Glencoe (6-8) Adopted 2007 Scott Foresman (K-5) Adopted 2007	Yes	0%
History-Social Science	Holt (6-8) Adopted 2006 Scott Foresman (K-5) Adopted 2008	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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. This facility is 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.

School Facility Good Repair Status (Most Recent Year)

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 overall rating

Year and month of the most recent FIT report: 11/1/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Gutter in front of the main office and the eighth grade door are leaking. Gutters needs to be sealed to eliminate leaks.
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	53	43	53	50	50
Mathematics (grades 3-8 and 11)	29	37	29	37	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	122	97.60	2.40	53.28
Male	55	53	96.36	3.64	47.17
Female	70	69	98.57	1.43	57.97
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	22	21	95.45	4.55	28.57
Native Hawaiian or Pacific Islander					
White	85	83	97.65	2.35	61.45
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	43.75
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	125	123	98.40	1.60	37.40
Male	55	54	98.18	1.82	40.74
Female	70	69	98.57	1.43	34.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	22	22	100.00	0.00	27.27
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	85	83	97.65	2.35	43.37
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	66	65	98.48	1.52	35.38
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

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	21.7	21.7	
7	23.1	23.1	30.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

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. As such, we have a variety of opportunities for parents and families to become involved. Some of these opportunities include:

Thursday Communication Folders

Each Thursday a weekly communication folder is sent home with students announcing important activities and information.

School Site Council (SSC)

The School Site Council (SSC)/District Advisory Committee works in a variety of capacities to help shape how we educate our students. The council helps develop the Local Control and Accountability Plan (LCAP), the school's overall budget, our parent engagement policy, the student-parent-school compact, and our school safety plan. In addition the council also helps evaluate student achievement data in an effort to identify steps that should be taken to help those students who are struggling academically.

Budget Advisory Committee

The Budget Advisory Committee makes budget recommendations to the Superintendent, particularly in times of reductions in state education funding or when revenue does not meet projections and budget cuts are needed.

Curriculum Committee

The Curriculum Committee advises the Johnstonville Elementary School District Board of Trustees on matters concerning curriculum adoption and reviews district assessment data in order to make recommendations regarding possible changes in curriculum.

The Johnstonville Elementary School Website and social media:

The school's website continues to evolve to meet the needs of our parents, students, and community members. In addition, we have developed both a Facebook page and Instagram account to help engage parents on a variety of digital platforms.

Finally, the Johnstonville School Community Association (JSCA) is a wonderful organization that supports the school with the help parents/families. The JSCA's objective is to provide funds that support assemblies, events, field trips, guest speakers, and provide needed school supplies.

Parents/Family members are encouraged and invited to:

- Chaperone trips, sporting activities, and special events
- Volunteer with the Site Council, the Budget Advisory Committee, Curriculum Committee, and/or the JSCA.
- Help with the sports program
- Serve as guest speakers

Parents interested in volunteering may call the school office at 530-257-2471 and talk to Dr. Scott Smith, the Superintendent/Principal.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.0	1.8	0.5	6.0	1.8	0.5	3.6	3.5	3.5
Expulsions	0.4	0.0	0.0	0.4	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. We maintain a closed campus and require all visitors to report to the front door of the office to obtain a visitor's pass. The School Site Council, our staff, 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 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 school psychologist. 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	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	11	2			10	2			10	2		
1	23		1		20	1			23		1	
2	19	1			25		1		20	1		
3	22		1		17	1			27		1	
4	25		1		23		1		17	1		
5	24		1		24		1		22		1	
6	19	1			27		1		21		1	
Other**												

*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 Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,064	\$1,742	\$8,322	\$54,098
District	N/A	N/A	\$8,322	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	19.4	-9.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 help assistance 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 afterschool program on early release days, and the development and implementation of an elective wheel of instruction.

The JSCA is a dedication group of parents that 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 sales fund-raiser(s).

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 educational requirements.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,683	\$45,252
Mid-Range Teacher Salary	\$56,402	\$65,210
Highest Teacher Salary	\$80,710	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$110,000	\$124,686
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	8%	7%

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	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			34

Johnstonville Elementary School teachers attend professional development events throughout the year to look at California State Standards best practices, 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 system 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. In addition, one Tuesday a month continues to be dedicated to a specific topic that teachers have expressed interest. These topics have included higher order question techniques, 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 in 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 engages 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. On Tuesday afternoon PLC meetings, the grade-level leaders run protocols, 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.