

Esperanza Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <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 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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Esperanza Elementary
Street	40521 35th Street West
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 575-0420
Principal	Nicole Hernandez
E-mail Address	n.hernandez@westside.k12.ca.us
Web Site	http://www.westside.k12.ca.us/schools
CDS Code	19-65102-0101543

District Contact Information	
District Name	Westside Union Elementary School District
Phone Number	(661) 722-0716
Superintendent	Regina Rossall
E-mail Address	r.rossall@westside.k12.ca.us
Web Site	www.westside.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

The mission of Esperanza School is to create a safe, committed, and encouraging school climate for all students through support from both internal and external communities. Esperanza will maintain an environment that includes a comprehensive system of support that is focused on preparing students with high levels of academic achievement and responsible citizenship as noted in the state and national standards.

Esperanza's School Plan offers the on-going opportunity to plan, implement, monitor, and evaluate a meaningful standards-based curriculum for all students. We are a Title I School. The goals, objectives, and activities have been identified and written based on needs expressed by students, parents, and staff input. These goals, objectives, and activities are established to improve and focus instruction at Esperanza's Elementary School enabling students to meet grade level, district, and Common Core standards.

The ELAC, School Site Council, and Grade Level Leadership Teams collaborated to develop and refine the plan and will continue to work towards the ongoing implementation, evaluation and revision of this plan as needed.

Esperanza Elementary School's essential philosophical cornerstones include the concept that quality school programs are based on shared decision-making by all staff members in meeting school, district, and state guidelines.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	174
Grade 1	167
Grade 2	154
Grade 3	151
Grade 4	173
Grade 5	183
Grade 6	114
Total Enrollment	1,116

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.4
American Indian or Alaska Native	0
Asian	5
Filipino	1.2
Hispanic or Latino	45.5
Native Hawaiian or Pacific Islander	0.1
White	30.8
Two or More Races	5.6
Socioeconomically Disadvantaged	42.2
English Learners	10.8
Students with Disabilities	11.2
Foster Youth	1.9

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	38	36	36	328
Without Full Credential	2	6	5	52
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	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 2017-18)

Year and month in which data were collected: October 2017

Westside Union School District provides all students with textbooks and other instructional materials to support the district’s adopted curricular programs. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development, Mathematics, History/Social Science, and Science. The following are the instructional programs currently adopted by our district:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK Houghton Mifflin Splash (2012) K-5 Houghton Mifflin Harcourt, Journeys CA (2017) 6-8 McGraw-Hill Education, Study Sync CA (2017)	Yes	0
Mathematics	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)	Yes	0
Science	K-8 Accelerate Learning, STEMscopes, California	No	0
History-Social Science	K-5 Harcourt School Publishers, Reflections California Series (2006) 6-8 McDougal Littell California Middle School Social Studies Series (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

At Esperanza Elementary, every effort is made to insure a safe and secure campus. Adult aides are employed to supervise students before school, at recess and lunch. Esperanza's aides, teachers and administrators are trained in CPR and/or First Aid. Fire and/or earthquake drills are conducted monthly. Our nurse's office is equipped with emergency supplies. Each classroom has a small emergency cart with essential supplies that can easily be taken out during drills. Additional supplies for each classroom are stored in the cargo bin located at the end of room 25, to be used for a actual emergency.

Our campus is completely fenced, with one main entrance and three secondary entrances that are only open at specific times in the morning and afternoon. Staff is assigned supervision of the grounds and gates when our students arrive and leave school. Esperanza staff also supervises three crosswalks during arrival and dismissal time to ensure our students safety.

Esperanza has a main core building that houses the administrative complex, three special day classes, Resource Specialist classroom, Speech classroom, cafeteria/auditorium, library, computer lab and a band-room as well as 33 regular education classrooms, 5 restroom complexes and 5 sets of drinking fountains. The Kindergarten play area is individually fenced and it is not part of the main playground. The main playground provides tetherball, handball, basketball, and other games. The large grass field provides ample space for our schoolwide Physical Education Program as well as other recreational activities.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: October 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	39	48	47	48	48
Mathematics (grades 3-8 and 11)	33	31	34	32	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	628	619	98.57	39.42
Male	324	320	98.77	35.31
Female	304	299	98.36	43.81
Black or African American	88	86	97.73	23.26
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	54.84
Filipino	--	--	--	--
Hispanic or Latino	283	280	98.94	34.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	173	98.3	49.71
Two or More Races	40	40	100	47.5
Socioeconomically Disadvantaged	282	275	97.52	28.73
English Learners	103	102	99.03	30.39
Students with Disabilities	92	87	94.57	10.34
Foster Youth	18	17	94.44	23.53

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	629	620	98.57	31.29
Male	325	321	98.77	30.84
Female	304	299	98.36	31.77
Black or African American	89	87	97.75	17.24
American Indian or Alaska Native	--	--	--	--
Asian	32	31	96.88	58.06
Filipino	--	--	--	--
Hispanic or Latino	283	280	98.94	25.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	176	173	98.3	41.62
Two or More Races	40	40	100	30
Socioeconomically Disadvantaged	283	276	97.53	21.38
English Learners	103	102	99.03	20.59
Students with Disabilities	92	87	94.57	10.34
Foster Youth	19	18	94.74	11.11

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	60	69	70	68	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.6	38.3	42.1

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 State priority: Parental Involvement (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 (School Year 2017-18)

Esperanza has many opportunities for parents to become an integral part of their children's education. Parents can be classroom volunteers and assist in the classroom on a voluntary basis or they can assist as a room parent, helping for special events or occasions. A very active PTA also provides enrichment opportunities for the students and any parent is welcome to participate. Our PTA sponsors many events during the year and parents are welcome to help and/or attend. Parents are encouraged to participate on the School Site Council. An ELAC (English Language Advisory Council) exists to assist the needs of our families whose primary language is not English. Our Eagle Club provides opportunities for parents of EL students to engage meaningfully in school. There are weekly sessions that help parents access the curriculum as well as navigate the school system. At the district levels, parents can serve as volunteers in many capacities including the District Language Advisory Committee, GATE Committee, District Advisory Committee, and committees that review technology, curriculum, and other such goals. These committees generally meet monthly to focus on issues of interest to parents at the district level.

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	3.7	2.8	3.6	4.0	2.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

In compliance with Senate Bill 187 and Education Code 35294.6 each Westside School has developed a comprehensive safety plan. The elements of this plan include disaster preparedness and procedures. The Emergency Preparedness Plan is reviewed with the staff and students yearly. Routine emergency preparedness drills are conducted monthly to ensure the safety and well being of students and staff in the event that there is a need for such an evacuation.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	29		5		28		6		25	1	6	
1	29		5		28		5		28		5	
2	29		5		30		5		30		5	
3	29		6		31		5		28		5	
4	26	1	5		28	1	5		29	1	4	1
5	27	1	4		28	1	5		28	1	5	
6	26	1	4		27	1	4		27	1	4	
Other	10	1			14	1			27		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.691	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	1	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,971	\$2,405	\$6,567	\$78,729
District	N/A	N/A	\$6,567	\$78,073
Percent Difference: School Site and District	N/A	N/A	0.0	0.8
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-0.1	0.5

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

Types of Services Funded (Fiscal Year 2016-17)

A range of academic and social emotional supports exist for students.

Extended learning opportunities like before/after school tutoring and/or lunch time Learning Lab support are offered at all sites. Learning Labs provide support with homework and opportunities for collaborative learning sessions. Tutoring may address review of foundational skills, frontloading, and/or homework assistance. Ten days of intersession support is provided for middle school students during each spring and summer intersession. During 2017, 10 days of hands-on, project-based summer intersession support, including an English Learner Summer Bridge, was provided for qualifying students. A 20-day extended school year program is available for those students with disabilities who qualify.

Online mathematics (i.e. Big Brains and ALEKS) and reading intervention (i.e. FastForWord) programs are accessible for students. In addition to being used during the school day, students can also access these programs from home.

Bilingual paraprofessional support staff provide assistance in the classroom for English Learners.

280 students received Supplemental Educational Services (SES) during the 2015-2016 school year. Supplemental Educational Services provided additional academic instruction designed to increase the academic achievement of students in schools that have not met State targets for increasing student achievement (adequate yearly progress) for three or more years. SES was provided in the form of after school tutoring. With the reauthorization of the Elementary and Secondary Education Act (ESEA), now referred to as the Every Student Succeeds Act (ESSA), SES has been discontinued.

Counselors, school psychologists, school nurses, specialists in Speech/Language/Hearing and adaptive physical education teachers, and a district behavior specialist are available to provide a wide variety of support services for students. Elementary counseling support has been increased over the past three years. Counselors address the social-emotional needs of students exhibiting at risk behaviors through site based programs that provide individual, small group, and large group support. They also provide ongoing outreach to families. School counselors are assisted by a cadre of Campus Climate Assistants, highly trained paraprofessionals who provide social emotional support and structure for students during more unstructured parts of the school day like recess and lunch. Counselors and Educational Service staff members partner and collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families.

School Based Mental Health support, provided by community counselors and therapists, is available at school sites for those students who are eligible to participate in the program.

A behavior specialist provides student and staff support for students needing intensive behavior support and/or intervention.

Several district programs have been implemented which explicitly increase students' emotional intelligence. These programs and activities will promote positive and proactive social decision making, reduce bullying, and build an inclusive culture. Two of these are BoysTown (implemented in grades Kindergarten through 8) and Leadership Development through Physical Education for students in grades 4, 5, and 6.

Student Study and Child Study Teams assist students experiencing academic and/or social emotional difficulties, those with special needs, and with assessing eligibility for placement in special classes and recommending specialized services as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,893	\$48,678
Mid-Range Teacher Salary	\$76,248	\$78,254
Highest Teacher Salary	\$98,696	\$96,372
Average Principal Salary (Elementary)	\$116,519	\$122,364
Average Principal Salary (Middle)	\$120,741	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$222,163	\$212,818
Percent of Budget for Teacher Salaries	39%	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)

Professional Development

Westside Union School District offers on-going professional learning and training opportunities for teachers, administrators, and para-educators. The goal of professional learning is to provide staff members the support that they need to meet the diverse educational needs of Westside students. To that end, professional learning opportunities target four major areas of instructional focus for the 2015-2016 school year:

- critical reading and writing in and across all content areas
- inquiry grounded in evidence from text and other sources
- rigor and real-world application in all content areas
- integration of technology by teachers and students through lesson presentations and student products

Teachers, classified instructional classroom support staff, and site administrators are provided four days of professional development. For all groups, two of the days are dedicated to issues and needs related specifically to our English Learners, foster youth, or other at-risk students. For teachers and site administrators, two of the four days are devoted to building their capacity to use data, particularly formative assessment data, to inform instruction. For classified instructional staff, two days were devoted to a variety of topics including trauma-informed support for at-risk youth; BoysTown; Leadership Development through Physical Education.

Three early release days are provided district grade level (elementary) and/or department (middle school) meetings. These sessions provide opportunities for staff to collaborate with colleagues from other schools.

Teachers are encouraged to engage in paid professional learning opportunities. During the 2017-2018 school year Westside teachers participated in 1500 such opportunities. Similar opportunities are provided for our site administrators. Most regularly attend applicable ACSA Academies. All site and district level administrators completed ACSA’s Equity Academy during the 2016-2017 school year.

Teachers participate annually in three districtwide grade level (at the elementary level) or department (at the middle school level) meetings during which they are provided the opportunity to share best practices with colleagues from other school sites.

Deepening staff members’ understanding of the new state standards in English Language Arts and mathematics and the Next Generation Science Standards and best practices associated with the effective implementation of these standards has been a major emphasis for the past three years. All K- 6 teachers (general education and special education) and administrators received training in the Westside Writing program. All 6th – 8th grade teachers received training through the Los Angeles County Office of Education in the Next Generation Science Standards. These professional learning opportunities have improved the quality of the district’s instructional program by improving its alignment with the new state standards.

During 2014–2015 all Kindergarten–5th grade teachers and site administrators participated in Math Solutions’ Number Talks training. Targeting essential understandings about numbers and operations, this professional learning opportunity introduced participants to models and tools that support student reasoning, understanding and proficiency required in the state standards for Operations and Algebraic Thinking and Numbers and Operations in Base Ten while providing a structure for students to communicate their mathematical thinking.

New mathematics instructional materials were adopted spring 2015. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school mathematics teachers received training in the newly adopted materials during the 2015–2016 school year. New English Language Arts/English Language Development materials were adopted spring 2016. Professional development around the best practices in the use of the materials was provided throughout the 2016 school year.

AVID has proven to be a highly effective program in helping staff and students address the district’s areas of instructional focus at both the elementary and secondary level. AVID’s kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas. All Westside middle schools and eight of ten elementary programs are AVID-certified. There are AVID-trained teachers at each of the district’s twelve sites. Over the past three years more than 250 teachers and instructional administrators have attended at least one three-day AVID Summer Institute. 70% of middle school teachers attended a content-specific training provided by AVID Center or the Los Angeles County Office of Education. 41 staff members attended AVID Summer Institute in the summer of 2015.

All middle school and elementary sites have a cadre of teachers who have received training in Project Lead the Way (middle) or Launch! (elementary) training. Project Lead the Way is a hands-on STEM (science, technology, engineering, and math) curriculum that nurtures and develops students’ problem-solving and critical thinking skills through the investigation of real-world problems. There are three phases to Project Lead the Way professional development: Readiness, Core, and On-going training. Westside teachers are provided the opportunity to participate in the phase most appropriate for them.

Teachers and administrators at six sites: Anaverde Hills, Cottonwood, Del Sur, Quartz Hill, Sundown, and Valley View continued their professional learning and coaching around explicit direct instruction with the Total Educational Systems Support (TESS) Consulting Group. This work has been ongoing since the 2013 school year and continued at Quartz Hill and Valley View during the 2016 school year. Additionally, all new teachers receive training in explicit direct instruction and the FAST framework.

2015-2016 saw the inception of a multi-district, multi-year project aimed at building capacity to provide curriculum and instructional supports aligned to the state standards for English Language Arts and mathematics and statewide assessments. A cadre of Westside teachers collaborated with colleagues from across the Antelope Valley to partner with the Los Angeles County Office of Education and the Stanford Center for Assessment, Learning, and Equity to participate in the Building Educator Assessment Literacy (BEAL) project. The project seeks to build teacher capacity and knowledge around the Common Core State Standards (CCSS) by giving teachers an opportunity to practice scoring student responses to the performance task component of the new Smarter Balanced Assessment Consortium assessments.

During the past two years teachers have also had the opportunity to participate in the Technology Enhanced Arts Learning (TEAL) project. The project uses a blended learning (online and in-person) approach to build capacity in arts education providing teachers with the tools and resources that they need to integrate the visual and performing arts into their day-to-day instruction. Professional learning opportunities in this area are expected to continue during the 2017–2018 school year.

Districtwide implementation of BoysTown’s Well-Managed Schools continues. The Well-Managed Schools program introduces participants to the Boys Town Education Model®, a school-based intervention program that provides all students with the positive behavior support they need to succeed.

The Model is a proactive, people-centered solution to classroom challenges that empowers students and staff to create and sustain a positive school culture. Initial training is supported with in-class coaching. Additionally, several certificated and classified staff members have participated in a more intensive 5-day Specialized Classroom Management training and administrators in the Administrative Intervention® training.

Professional learning opportunities are provided through a variety of formats including: conference/institute attendance, in-district training delivered by consultants and or district staff members with release time for teachers, staff meetings, and individual and small group coaching. Curriculum Resource Teachers, under the direction of the Director of Curriculum and Instruction, provide much of the individual and small group coaching support. This is especially true in the area of integration of classroom technology tools to support teaching and learning.

Instructional administrators meet monthly to share best practices related to areas of instructional focus and leadership for meaningful change in educational systems. All instructional administrators are encouraged to (and supported in) participating in professional learning opportunities to deepen their instructional leadership talents and skills, including the professional academies sponsored by ACSA, the Association of California School Administrators. During the 2016-2017 school year all principals, vice principals, Cabinet members, and certificated directors and coordinators participated in ACSA's Equity Leader's Academy, designed to build leadership capacity around cultural proficiency.

Several programs are available to assist our newest teachers. The New Teacher Induction Program (formerly Beginning Teacher Support and Assessment Program (BTSA)/Induction), a state-mandated program, pairs beginning teachers who are in the process of completing credentialing requirements with an experienced teacher. The district also provides Individual and group coaching support and an extensive slate of professional learning opportunities are provided for new teachers who are working toward earning a preliminary credential. For veteran teachers needing additional support, the Peer Assistance and Review (PAR) program is designed to improve the education of students by providing opportunities for additional training for all teachers. Westside teachers utilize these programs with the goal of accomplishing the highest level of success for our students.