

Gregg Anderson Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Gregg Anderson Academy
Street	5151 W Avenue N-8
City, State, Zip	Palmdale, CA 93551
Phone Number	(661) 206-3750
Principal	Shelly Dearing & Kristin Kruizinga
E-mail Address	s.dearinger@westside.k12.ca.us / k.kruizinga@westside.k12.ca.us
Web Site	http://www.westside.k12.ca.us/schools
CDS Code	19-65102-0125690

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 2018-19)

Gregg Anderson Academy opened August 9, 2012. The school is part of the Westside Union School District located in the northern section of Los Angeles County, specifically the Antelope Valley. The school serves K-6 education students both in general and special education. Gregg Anderson Academy is a school of choice. Students selected to attend the school were chosen through a lottery. Uniforms are mandatory. All classrooms have state of the art technology with a Smartboard in every classroom. Gregg Anderson Academy is the home of the Aviators, where students soar to new heights. Our mission is to create an environment that ensures successful learning for all students through utilization of STEM and AVID strategies. With these strategies we encourage our students to be innovators, inventors, logical thinkers, and problem solvers. Our students will become contributors to their community, now, and in the future.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	129
Grade 1	127
Grade 2	123
Grade 3	131
Grade 4	138
Grade 5	140
Grade 6	100
Total Enrollment	888

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.0
Asian	4.4
Filipino	1.9
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.2
White	46.1
Socioeconomically Disadvantaged	22.9
English Learners	4.4
Students with Disabilities	12.5
Foster Youth	0.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35	33	33	343
Without Full Credential	0	1	3	66
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 2018

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	
Mathematics	TK Houghton Mifflin Harcourt, Expressions (2016) K-5 McGraw Hill, My Math (2015) 6-8 Houghton Mifflin Harcourt, Go Math (2015)		
Science	K-8 Accelerate Learning, STEMscopes, California	No	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 Harcourt School Publishers, Reflections California Series (2006) 6-8 McDougal Littell California Middle School Social Studies Series (2006)		

School Facility Conditions and Planned Improvements (Most Recent Year)

Gregg Anderson School, located at 5151 West Avenue N8, Palmdale, CA was opened August, 2012, with eight new structures, which include Administrative offices, 28 classrooms, four kindergarten classrooms, five FS classrooms, APE room, library, computer, and multipurpose building with a stage.

The school is completely fenced to provide a secure and safe environment for learning. The main playground includes a large grass area for Physical Education, track, baseball field, soccer field, hardcourt area that includes handball, basketball, tetherball, play structure and other outdoor games. The Kindergarten playground is fenced off from the main area and includes a play structure, sand box, and grass area where they can sit under the trees.

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 2018		
System Inspected	Repair Status	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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	77.0	47.0	48.0	48.0	50.0
Mathematics (grades 3-8 and 11)	65.0	71.0	32.0	34.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	473	466	98.52	77.47
Male	256	251	98.05	74.50
Female	217	215	99.08	80.93
Black or African American	28	28	100.00	67.86
Asian	19	19	100.00	84.21
Filipino	--	--	--	--
Hispanic or Latino	169	166	98.22	74.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	213	209	98.12	78.47
Two or More Races	33	33	100.00	87.88
Socioeconomically Disadvantaged	103	101	98.06	72.28
English Learners	22	21	95.45	61.90
Students with Disabilities	35	29	82.86	41.38
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	483	465	96.27	70.54
Male	264	250	94.7	71.2
Female	219	215	98.17	69.77
Black or African American	30	28	93.33	50
Asian	19	19	100	89.47
Filipino	--	--	--	--
Hispanic or Latino	173	165	95.38	60
Native Hawaiian or Pacific Islander	--	--	--	--
White	216	209	96.76	76.56
Two or More Races	33	33	100	90.91
Socioeconomically Disadvantaged	109	101	92.66	54.46
English Learners	25	21	84	61.9
Students with Disabilities	45	29	64.44	44.83
Foster Youth	--	--	--	--

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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.

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 2018-19)

The staff of Gregg Anderson Academy recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and to a positive school environment. We have a tremendous amount of parental support at Gregg Anderson Academy. Parents contribute to our school both with their time and donations. Parent have many opportunities to participate in PTA functions as well as serve on several committees including PTA, SSC, and District Advisory.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.0	0.4	0.9	4.0	2.6	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	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	30		4		30		4		26	1	4	
1	30		4		29		4		30		4	
2	30		4		30		4		30		4	
3	30		4		29		4		26	1	4	
4	32		4		27	1	4		28	1	4	
5	28	1	4		25	1	4		20	3	4	
6	27	1	2	1	23	2	4		33			3
Other	11	3			8	3			11	1		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	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	.50	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,353	\$2,293	\$7,060	\$82,249
District	N/A	N/A	\$7,060	\$78,098
Percent Difference: School Site and District	N/A	N/A	0.0	5.2
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	7.1	4.8

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 2017-18)

A range of academic and social emotional supports exist for Westside students, many of which are unique to individual school sites, tailored to meet the needs of the members of each school community. Many of these supports are provided by counselors, school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, and a district behavior specialist.

Student Study and Child Study Teams assist students experiencing academic and/or social emotional challenges, 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.

Counseling support has been increased over the past three years. Many of the programs and services provided by counselors are unique to each school site. Programs include specific groups for strong-willed students, grief groups, students who are exhibiting signs and behaviors due to trauma, academic organization groups (addressing academic organization of assignments, goals, and expectations), community leaders to work on outreach and support, and clubs such as Student Ambassadors or Kindness. Counselors develop groups based on student data (such as referrals for threatening or self-harm behaviors and academic intervention letters) and the needs of the school site, and they embed the skills used school wide in Leadership Development Through Physical Education, AVID, and Boys Town. 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.

The district continues to partner with the Department of Mental Health to coordinate with local mental health agencies to provide School Based Mental Health services at all school sites for eligible students.

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

Bilingual paraprofessional support staff provide assistance in the classroom for English Learners. Bilingual assistants receive ongoing professional development in the areas of: strategies to support students learning English within the classroom; review of district wide academic programs supporting English Learners; specialized language practice used for translation during parent/teacher conferences; protocols for English Learner identification; and criteria for student reclassification.

Several programs, designed to build students' emotional intelligence and capacity and to promote positive and proactive social decision making, reduce bullying, and build an inclusive culture have been implemented districtwide. 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.

A variety of 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.

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 provide review of foundational skills, frontloading of key skills and concepts, and/or homework assistance. Five days of intersession support is provided for middle school students during each spring and summer intersession. An Extended School Year program is available for those students with disabilities who qualify. A traditional district wide summer school program is on hold for the summer of 2018 due to significant maintenance and repairs at school sites. In lieu of the summer school program for elementary students, optional interactive Summer Learning Kits were purchased for parents and caregivers to use with their students over the summer intersession. The Kits contained games, tools, and materials to sharpen and support reading, writing, and math skills. Additionally, the district offered it's third summer KinderCamp during the summer. The three-day experience is designed to provide an opportunity for incoming Kindergarteners and their parents to learn about Kindergarten expectations in a day camp-type environment.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,670	\$50,084
Mid-Range Teacher Salary	\$79,482	\$80,256
Highest Teacher Salary	\$102,882	\$100,154
Average Principal Salary (Elementary)	\$121,629	\$125,899
Average Principal Salary (Middle)	\$125,877	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$228,112	\$222,447
Percent of Budget for Teacher Salaries	36.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

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 2016-2017 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

Added to this list during the 2017-2018 school year, and serving as the key area of professional development and support for the 2018-2019 school year is:

- use of assessment data, particularly common formative assessment data, to guide and inform instruction.

Teachers, classified instructional classroom support staff, and site administrators are provided four days of professional development each year. These days are calendared work days. 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; and meeting the academic needs of students with exceptional needs.

Teachers are also encouraged to engage in optional professional learning opportunities that relate to their specific teaching assignment. Teachers are compensated at a contractual hourly rate for their participation in these sessions. During the 2016-2017 school year Westside teachers participated in 1300 such opportunities; 1500 during the 2017-2018.

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. 80% of the district's site administrators are participating in an ACSA academy during the 2018-2019 school year.

Deepening staff members' understanding of the 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. (Six Westside Writing teacher trainers have been certified and Thinking Maps Trainer of Training in order to incorporate Thinking Maps into the district 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.

New English Language Arts/English Language Development materials were adopted spring 2016. All Kindergarten–6th grade teachers, Special Day Class (SDC), and middle school mathematics teachers received training in the newly adopted materials during the 2016-2017 school year.

Districtwide implementation of AVID has proven to be a highly effective 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. There are AVID-trained teachers at each of the district's twelve sites. AVID training and support is robust and ongoing. Teachers and administrators participate regularly in professional development opportunities provided by Educational Services staff members, LACOE, and AVID. Day-to-day professional development is supported by the AVID school site team. Each AVID school site team participates in four AVID Collaborative Rounds (4 days for each site), which focuses on the cycle of continuous growth and improvement. Time is dedicated to implementation walks, the development of site goals, analysis of data/findings, and documentation of next steps. Team collaboration and support will continue in the same manner for the 2018-2019 school year.

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.

Work in building assessment literacy of teachers continued during the 2017-2018 school year. Elementary teachers (both general education and special education) participated in two days of assessment literacy training led by the Director of Curriculum and Instruction and her staff. This work built upon the work done with LACOE's BEAL (Building Educator Assessment Literacy), Stanford's Center for Assessment, Learning, and Equity (SCALE), and Leadership and Learning's Data Teams work started in 2016-2017. During the 2018-2019 school year Data Teams from four the district's school sites meet regularly with a consultant from the International Center for Leadership and Learning to build their capacity to use formative assessment to guide and inform daily instruction.

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, SDC teams (teachers and paraprofessionals) from classrooms with students faced with severe behavioral challenges several certificated and classified staff members participate in a more intensive 5-day Specialized Classroom Management training. Site administrators have completed the Administrative Intervention® training.

The district has developed a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. Full-time release support for general education and special education interns was implemented during the 2016-2017 school year with great success. The program was further modified during the 2017-2018 school year to include full-time release support providers for participants in the New Teacher Induction Program. New teachers are assigned a mentor/coach dependent upon their credential status. Every new teacher is supported weekly at their site by their mentor/coach with the focus of support being aligned to their goal and individual support plan. Full time administrators/coaches also support the pre-interns and interns based upon the requirements of their university's memorandum of understanding and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers holding a Preliminary credential are supported by teachers on special assignment who serve as full time Support Providers. Those holding a Preliminary credential attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs). 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.

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. During the 2017-2018 school year the district began developing and supporting a cadre of teacher leaders to serve as instructional coaches at the school sites. These site-level teacher instructional leaders will support their colleagues in utilizing instructional strategies that promote equitable access of the district's curricular programs for low income, foster, and English Learner youth.

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.