

Quartz Hill Elementary

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Quartz Hill Elementary
Street	41820 50th Street West
City, State, Zip	Lancaster, CA 93536
Phone Number	(661) 943-3236
Principal	Sylvia Borg-Otting
Email Address	s.borg-otting@westside.k12.ca.us
Website	http://www.westside.k12.ca.us/schools
County-District-School (CDS) Code	19-65102-6023584

District Contact Information (School Year 2020-2021)

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

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

School Description:

Quartz Hill Elementary School is one of thirteen schools in the Westside Union School District located in the Westside portion of the Antelope Valley. The staff, parents, and students of the school are committed to a highly structured, standards based educational experience for all students in order to improve achievement. In addition to academic excellence, the school strives to develop good, responsible citizenship in all students by teaching and modeling what it means to be trustworthy, responsible, fair, honest, and compassionate.

The school currently serves over 800 students in grades kindergarten through sixth. Quartz Hill Elementary is a walking school, with busing only available to transport students with special needs. A state-funded Special Education preschool for Westside students is also housed on the Quartz Hill Elementary Campus.

Mission Statement:

Quartz Hill Elementary assists in developing a community of lifelong learners that demonstrate the knowledge, skills, and values required to be a productive global citizen.

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

Grade Level	Number of Students
Kindergarten	156
Grade 1	112
Grade 2	124
Grade 3	124
Grade 4	121
Grade 5	135
Grade 6	113
Total Enrollment	885

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

Student Group	Percent of Total Enrollment
Black or African American	11.1
American Indian or Alaska Native	0.9
Asian	0.7
Filipino	0.7
Hispanic or Latino	49.2
White	31.4
Two or More Races	6.1
Socioeconomically Disadvantaged	63.5
English Learners	8.6
Students with Disabilities	10.6
Foster Youth	1.6
Homeless	13.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	34	33	350
Without Full Credential	5	6	5	45
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: October 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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-5 Savvas Realize, California Elevate Science, 2020 6-8 Amplify Science California, 2020	Yes	0
History-Social Science	K-5 Pearson, My World California (2019) 6-8 Teachers' Curriculum Institute, History Alive! (2017)	Yes	0

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

School Facility Conditions and Planned Improvements

Even though Quartz Hill Elementary is an old school it remains a safe, clean, and well-maintained campus. The last time the school had remodernization was in 1989. The school has beautiful established trees that border most sides of the playground. The playground and playground equipment meet the needs of primary and upper grade students. All playgrounds received modernization in the fall of 2003. Students in our ecology club also raised money to have a serenity garden added to the campus.

The school has a cafeteria, office, staff workroom, staff lounge, library, and computer lab. Every classroom has at least three computers which have Internet capabilities.

The YMCA has a portable building located on the east side of the school. The YMCA works with the district to provide before and after school child care for parents.

Replaced HVAC to all permanent classrooms in 2010.

District Maintenance Work Orders allow the school to input requests for items that need to be fixed or replaced. The maintenance department responds to these requests quickly and efficiently.

New roofing for portions of schools is scheduled for summer 2014.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: October 2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	49	N/A	50	N/A
Mathematics (grades 3-8 and 11)	25	N/A	34	N/A	39	N/A

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

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

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	15	N/A	30	N/A	30	N/A

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

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

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

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

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Quartz Hill Elementary School offers numerous opportunities for parental involvement. Our PTA offers volunteer opportunities for parents and community members. Members of the PTA work to support classroom instruction and provide extra curricular activities on the Quartz Hill campus through fundraising. School Site Council offers parents an opportunity to provide input when the school is making decisions regarding it's instructional programs that it offers. Parents that are not native English speakers are able to attend ELAC and Family Latino Literacy meetings. Parents that attend the ELAC and Family Latino Literacy meetings learn additional strategies on how to assist their students more effectively at home, learn about school events, and have an opportunity to ask questions in their native language.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate									
Graduation Rate							82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	4.1	2.6	3.2	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.6	2.8	
Expulsions	0.0	0.0	

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

School Safety Plan (School Year 2020-2021)

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26	1	5		26	1	5		30		5	
1	30		3		27		4		26		4	
2	29		4		30		4		31		4	
3	29		4		23	1	4		29		4	
4	26	1	4		31		4		30		4	
5	27	1	4		26	1	4		29		4	
6	28	1	3	1	32		2	1	31		3	
Other**					9	1			16	3	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.

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

Title	Ratio
Academic Counselors*	885

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,434	\$3,056	\$7,378	\$82,950
District	N/A	N/A	\$7,378	\$78,979
Percent Difference - School Site and District	N/A	N/A	0.0	4.9
State	N/A	N/A	\$7,750	\$84,183
Percent Difference - School Site and State	N/A	N/A	-4.9	-1.5

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

Types of Services Funded (Fiscal Year 2019-2020)

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. These supports are provided by counselors (district and/or community-based), school psychologists, school nurses, specialists in Speech/Language/Hearing, adaptive physical education teachers, or behavior specialists.

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/or recommending specialized services as needed. Special services and classes are offered for students with learning disabilities as well as other students with exceptional needs.

Ten counselors provide a range of support services for Westside students. Programs and services are developed and provided based on student data (such as referrals for threatening or self-harm behaviors, grades, and attendance) and the needs of the school site. The counseling program was developed using the Multi-Tiered Multi-Domain System of Support Framework (MTMDSS), which supports the components of the American School Counselor Association. As part of the comprehensive supports, all students receive Tier 1 lessons that focus on social/emotional development, attendance, and college and career readiness. Additionally, social-emotional and character development programs build upon the skills and habits of mind that are nurtured and developed in Leadership Development through Physical Education (LDTPE), Advancement Via Individual Determination (AVID), and Boys Town. Examples of counseling Tier 2 support programs may include specific groups for strong-willed students, students experiencing grief, coping skills for students exhibiting behaviors due to trauma or anxiety, and academic supports such as organization and time management. Counselors are also involved in community outreach and service clubs such as Student Ambassadors or Kindness Clubs. School counselors are assisted by a cadre of Campus Climate Assistants, trained paraprofessionals who provide social-emotional support and structure for students during more unstructured parts of the school day such as recess and lunch. Counselors and Educational Service staff members collaborate regularly with community agencies to facilitate alignment and coordination of resources and supports for students and their families. Additional services include referrals to School-Based Mental Health Services. These services are provided at all Westside school sites for eligible students.

Behavior specialists provide student and staff support for students needing intensive behavior support and/or intervention.

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 continue to be implemented districtwide. Two of these are BoysTown (implemented in grades Kindergarten through 8) and Leadership Development through Physical Education for students.

NWEA Map Growth assessment system has been actively used across the district since the spring of 2018. NWEA Map Growth is a computer adaptive, standards-based diagnostic assessment designed to measure student achievement in the moment and growth over time. Teachers use this data to design instructional experiences tailored to build on areas that need support and to accelerate areas of academic strength for children. NWEA data informs district, site, and grade level Professional Learning Communities, yearlong planning, classroom instruction, and all tiered systems of support and intervention.

Academic interventions across the district and at varying school sites are provided for students working below standards may include:

- Academic tutoring, either before or after school, which may include frontloading of academic concepts and/or homework assistance.
- Learning Lab support during lunch hours.
- Classroom aides leveraged to support small group instruction.

Each school site has at least one bilingual assistant to support continual communication with parents of English learners. The bilingual assistants play a large role in the outreach to parents. They encourage participation in advisory groups, such as ELAC and DELAC, and arrange parent/teacher conferences. Bilingual assistants are able to provide translated services at IEP meetings, Child Study Team meetings, and parent/teacher conferences. Additionally, the bilingual assistants translate messages to parents including mass phone messages, emails, and flyers. Site bilingual assistants also continue to run parent outreach programs to support literacy, such as the Latino Literacy Project. Bilingual assistants provide ongoing support within the classroom to English learners.

District bilingual assistants are responsible for notifying parents through required notifications, reclassifying English learners, and providing the state assessments (both the Initial ELPAC and Summative ELPAC). Services are ongoing during the shift to virtual instruction.

When students enroll, English learners are placed into support classes at the middle school. These classes include instruction in designated ELD as well as content support.

New students, based on the Home Language Survey, that are awaiting the Initial ELPAC to determine English Language Acquisition Status, are presumed English learners until that assessment can be completed.

School supplies and backpacks are provided as needed to foster youth, students experiencing homelessness or financial hardships and are available for distribution at school sites. Assistance with transportation services is available through communication with the homeless liaison and/or foster liaison. These liaisons continue collaboration with local agencies, such as the LACOE Foster/Homeless Collaborative, Department of Mental Health, and local homeless shelters.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,435	\$51,004
Mid-Range Teacher Salary	\$82,693	\$82,919
Highest Teacher Salary	\$107,038	\$104,604
Average Principal Salary (Elementary)	\$132,769	\$131,277
Average Principal Salary (Middle)	\$133,043	\$136,163
Average Principal Salary (High)		\$128,660
Superintendent Salary	\$244,268	\$230,860
Percent of Budget for Teacher Salaries	34.0	35.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	57	80	65

Data-driven professional learning communities, effective data teams, standards-based instruction, and implementation of a comprehensive district assessment plan are all foundational systems needed to build and maintain a cycle of continuous improvement. Differentiated professional learning development to support the growth and efficacy of professional learning communities and data teams continued to be a district priority during 2019-2020. Professional learning communities and/or data teams exist at all sites. Teams use their work with data to align instruction with state standards, use data to inform instructional practices, deliver differentiated instruction to address individual student needs, and ultimately to increase collective teacher efficacy. This work was extremely critical in the district wide implementation of standards-based grading at all elementary sites this year. Sites new to the work received direct coaching/mentoring support from a consultant from the International Center for Leadership in Education. During the 19-20 school year, two additional areas of professional learning included Critical Reading and Making Sense of Mathematics. Paid professional development opportunities were offered prior to the start of the 19-20 school year in these areas and cohorts of grade level teachers participated in ongoing instructional coaching throughout the school year.

Due to the COVID-19 pandemic, the need for professional development to support a comprehensive and accessible virtual learning program has been critical for the 20-21 school year. Over the summer, 35 teachers and 9 administrators participated in 3 days of Advancement Via Individual Determination (AVID) DigitalXP training focusing on high-leverage engagement strategies to implement through technology and interactive applications. The training focused on using technology supports to build student involvement, increase student motivation, and create opportunities for inquiry driven lessons through a virtual format. The trained staff from across the district will continue to partner with their site AVID leadership teams to build the capacity of other teachers at their school sites. Between August 3 and August 7, the district provided five full days of professional development for teachers prior to the return of students on August 10, 2020. All site administrators collaborated in teams to design and deliver approximately eight hours of professional development around the following common themes as outlined in SB 98. The themes are divided into three components:

1. Student Engagement & Checking for Understanding, Universal Lesson Design & Common Platform Use
2. Assessment & Differentiation, Serving English Learners & Students with Exceptional Needs
3. Supporting Social-Emotional Well-Being & Parent Engagement.

Within the five days of training, lead teachers provided six hours of instruction on leveraging the digital resources and tools within the adopted curriculum for English language arts, math, social studies, and science. Additional teacher choice professional development, approximately 12 hours, were available on topics including:

- Using Google Apps for Education
- Developing distance learning classroom management strategies
- Using Adobe products for teaching and learning
- Managing NWEA assessment through remote proctoring
- Using programs to enhance learning such as Screencastify and Bitmoji
- Planning for Standards-based grading
- Using the IXL online intervention system
- Using Hyperdocs and Choice Boards
- Training on the yearlong Virtual Program online Acellus system

All professional development was recorded and posted with accompanying PowerPoint slides for future reference and for additional on-demand training. The recorded sessions are available to all staff on the district intranet page. As an additional resource for all teachers and administrators, the district purchased copies of *The Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting* by Doug Fischer, Nancy Frey, and John Hattie. Site administrators are using this resource as a framework to guide professional learning throughout the course of the year.

At the district level, three full-time curriculum resource teachers are dedicated to supporting district wide technology integration, curriculum, assessment, learning management systems, and ongoing professional learning on a daily basis. They provide independent support as well as group workshops for teachers, parents, and students. They collaborate with peers, publishers, vendors, local agencies, and the Los Angeles County Office of Education to ensure all district professional learning is current and relevant.

Professional development for classified staff members will include many of the same distance learning trainings as the certificated staff. As instructional assistants move into virtual classrooms through breakout sessions or provide individual/small group support, they need training in the area of Google Classroom, Zoom, Google Meet, and as well several other application based virtual programs. Staff training will be scheduled throughout the year to meet the various needs.

Moving forward from the 20-21 school year to the 21-22 school year, the district recognizes how the pandemic has and will continue to exacerbate pupil learning loss at significant levels for our low income, foster youth, homeless, English learners, and students with exceptional needs. As a result, the district will be providing implicit bias training for all district employees in the spring of the 20-21 school year. This training will provide the foundation and context for our continued work around equity.