

Kimberly Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kimberly Elementary School
Street	301 West South Avenue
City, State, Zip	Redlands, CA 92373
Phone Number	(909) 307-5540
Principal	Shana Kamper
Email Address	shana_kamper@redlands.k12.ca.us
Website	http://kimberly.redlandsusd.net/
County-District-School (CDS) Code	36-67843-6036511

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

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

The staff at Kimberly Elementary School is dedicated to the development of individuals who, through real-life problem-solving experiences, personal accountability, and overall academic excellence will demonstrate the skills, concepts, and goals needed to be productive members of the world community, showing confidence in themselves and sensitivity to others and their environment. The vision and mission of Kimberly Elementary School supports that of the Redlands Unified School District's RUSD 2025 Vision.

Kimberly Elementary School opened for grades K-3 in September, 1957. Currently, the school has a Transitional Kindergarten through 5th Grade enrollment of approximately 520 students with a diverse population that includes approximately 40% White, 39% Hispanic, 6% Asian, 8% Multi-Ethnic, 5% Black/African American, less than 1% American Indian, and less than 1% Hawaiian/Pacific Islander. Included in the student body are two special education mild-moderate classes and three special education moderate-severe classes with a focus on life skills. Kimberly has one principal, twenty-one general education teachers, six special education providers, and three intervention teachers. In addition, the school has one art enrichment teacher, one physical education enrichment teacher, and one music enrichment teacher on a rotating trimester basis, two speech and language pathologists, and one part-time school psychologist. There are approximately twenty-five special education paraprofessionals, a library media clerk, a health technician, and six part-time campus monitors. Kimberly also has two full-time and one part-time office secretaries and two custodians.

Kimberly Elementary offers a variety of interventions and programs to support students with special needs. A reading/writing intervention pull-out program (W.I.N.-"What I Need") and a math intervention pull-out program are provided for academically at-risk students in grades K-5. Special education services are also offered through the Specialized Academic Instruction program (SAI), which provides for a teacher and instructional paraprofessional support through pull-out, in-class consultation, or a special day class setting. The Language, Speech, and Hearing Program (LSH) serves students with needs in articulation, language, or other speech-related issues. Approximately 30 English Language Learner students are served through designated English language instruction. Kimberly's approximately 20 GATE students receive instruction commensurate with their abilities and access to challenging extracurricular activities/programs, such as the annual AstroCamp program.

The PeaceBuilder Program has been implemented as a conflict resolution and violence prevention program for over ten years and is an integral part of the Kimberly community. The school also offers a variety of extra-curricular clubs and organizations to provide students with enriching and creative opportunities for growth. These clubs and organizations include: Running Club, Math Club, Chess Club, Chorus, Band, and Friendly Helpers. Equally important to the school are the many parent volunteers who provide numerous hours of valuable service in the classroom, as well as on the Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC).

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	96
Grade 2	100
Grade 3	110
Grade 4	95
Grade 5	96
Total Enrollment	594

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

Student Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.2
Asian	5.9
Filipino	0.8
Hispanic or Latino	36.2
White	44.1
Two or More Races	8.1
Socioeconomically Disadvantaged	34.5
English Learners	5.7
Students with Disabilities	17.7
Foster Youth	0.3
Homeless	9.8

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	27	28	31	103
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: December 2020

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area, as budget permits.

Copies of student books are available at the Redlands Unified School District Office for parent review. All programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

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

School Facility Conditions and Planned Improvements

The safety and cleanliness of the school's facilities is of utmost importance. The staff believes that all students and parents expect and deserve a clean, safe and healthy school environment. The school is fortunate to have large green spaces as well as several painted murals that adorn the playground and multi-purpose room. Facilities include standard classrooms, portable classrooms, an office building, a multipurpose/cafeteria building, kitchen, restrooms, three playground structures with age-appropriate components, blacktop space with games and sporting equipment, a running track, a fitness course, large field spaces, a rose garden, a sensory garden, and a multi-use garden.

The staff, students, and parents at Kimberly take pride in the well-maintained school facilities and voluntarily participate in regular gardening and clean-up sessions. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works with the district office and custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs. The school's green spaces are regularly maintained by the district's grounds crew.

Age of School/Buildings: Kimberly was built in 1957 and underwent "modernization" in 2003. Technology infrastructure was upgraded most recently in July, 2018. The newest playground structure was completed in August, 2018. The exterior of the school buildings was painted in July, 2020.

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: November 2020

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	68	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	61	N/A	44	N/A	39	N/A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	55	N/A	36	N/A	30	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Kimberly Elementary School offers a variety of opportunities for parent involvement. The PTA is highly active and supportive, providing opportunities for parents ranging from a few volunteer hours per year to chairing committees and being involved on an on-going basis. PTA membership averages over 400 members annually, though membership was low for the 2020-21 school year due to distance learning. Each year PTA sponsors fundraising projects and uses the proceeds to support student enrichment programs and class field trips. PTA also sponsors several educational assemblies as well as the annual Fall Festival, Family STEM Night, Reading Month, Family Reading Night, Reflections Art Program, and the annual Spaghetti Dinner. In addition, Kimberly's PTA reserves funds or donates towards capital projects, such as murals. The students and staff are fortunate to have such an active parent organization.

Kimberly School has other groups for parents to be involved in as well, including School Site Council and the English Learner Advisory Committee (ELAC). Additionally, each quarter a 'Coffee with the Principal' meeting is open to all parents. A variety of school topics and issues are discussed throughout the year and an opportunity for questions is provided.

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	0.5	2.9	3.6	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	0.16	2.16	
Expulsions	0	0.03	

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)

Kimberly's School Safety Plan is reviewed with staff at the beginning of the school year with specific focus on procedures for fire drills/emergencies, earthquake drills/emergencies, and lock-down drills/emergencies. A new school safety committee comprised of parents and staff was formed in October, 2018, to identify and address campus safety concerns and to facilitate the school's move to a closed campus, which was implemented in January, 2019. Information from the school safety committee as well as suspension/expulsion reports and staff observations is used to make informed decisions regarding school protocols, rules, and consequences to ensure students are physically, socially, and emotionally safe at school.

Campus monitors, teachers, and the principal supervise designated entry points and the school grounds throughout the day, including the bus drop-off area, cafeteria, and playground. Signs are posted to indicate that all visitors must report to the administration office and may not be on school grounds unless they have a visitor's pass. Entry doors to the main office were re-configured during the 2019-20 school year to direct all visitors through the office before accessing other buildings or areas on campus during the instructional day.

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	13	9	1		21	3	3		11	8		
1	23		3		21		4		22		4	
2	23		4		25		4		30		3	
3	22	1	3		25		3		20	1	4	
4	30		1	2	30		1	2	21	2	2	
5	27	1	1	2	27	2	1	2	29		2	
Other**	11	3			5	1			15	5	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*	594

*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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	\$6,940.80	\$2,130.02	\$4,810.78	\$81,633.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	-22.3	-4.0
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-46.8	-3.5

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

Types of Services Funded (Fiscal Year 2019-2020)

Special Education Services-A wide range of special education services are available to students based on their areas of need and qualifying eligibility area. These services are provided based on IEP team decisions and by staff with credentials, certificates, and/or degrees in specific areas.

English Learner Services-Both in-class and pull-out services are available for students whose primary language is not English. Designated instruction services are provided by an intervention teacher with special training in instruction for English learners.

Free/Reduced Lunch Program-Students are eligible to participate in the federally funded free/reduced lunch program based on family income and other household information. To determine eligibility, parents must complete an application. For the 2020-21 school year, the district qualified for Community Eligibility Provision non-pricing meal service for all students and Kimberly ES participated in the Educational Benefit Survey in lieu of applications.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$52,484
Mid-Range Teacher Salary	\$81,554	\$81,939
Highest Teacher Salary	\$102,814	\$102,383
Average Principal Salary (Elementary)	\$126,044	\$129,392
Average Principal Salary (Middle)	\$135,743	\$136,831
Average Principal Salary (High)	\$146,559	\$147,493
Superintendent Salary	\$226,600	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	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	11	8	2

Kimberly teachers regularly engage in professional development sessions at the school site and district level. Each year one full day and five partial days are dedicated to professional development on-site, at a minimum, on topics such as reading, math, writing, classroom management, curriculum, intervention, technology, or data analysis. In addition, the district office provides numerous full day and partial day trainings/workshops during the school year and during breaks. For the 2018-19 school year, district-sponsored writing training was provided during three partial day sessions for all teachers. For the 2018-19 and 2019-20 school years, two full-day sessions were provided on English learner instructional strategies. For the 2019-20 school year, professional development was also provided for the newly adopted history-social science curriculum and digital-storytelling. For the 2020-21 school year, professional development was provided on a variety of topics to support teachers' preparation for and transition to distance learning. Occasionally, teachers voluntarily attend professional development off-site, such as the CUE Conference. New teachers are supported through the BTSA program and teachers in need of improvement are supported through the Peer Assistance and Review (PAR) program. Partial-day professional development for classified staff is provided by the district office throughout the school year.

All district and school training is aligned with California Standards for the Teaching Profession, Common Core State Standards, Next Generation Science Standards, History-Social Science Framework, or other pertinent policies and topics. In addition to staff development days mentioned above, weekly after-school meetings are used to analyze student data, collaborate on grade level goals, conduct staff meetings, support professional learning communities, score student writing samples, etc.