

# Sequoia Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Sequoia Elementary School
<b>Street</b>	500 East Fresno Ave.
<b>City, State, Zip</b>	Shafter, Ca. 93263
<b>Phone Number</b>	(661) 746-8740
<b>Principal</b>	Luis Rodriguez
<b>E-mail Address</b>	lrodriguez@rsdshafter.org
<b>Web Site</b>	<a href="http://www.sequoiabears.com/">http://www.sequoiabears.com/</a>
<b>CDS Code</b>	15635780107771

<b>District Contact Information</b>	
<b>District Name</b>	Richland School District
<b>Phone Number</b>	661-746-8600
<b>Superintendent</b>	Dr. Dagoberto Garcia
<b>E-mail Address</b>	rsdinfo@rsdshafter.org
<b>Web Site</b>	www.rsdshafter.org

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

#### Community & School Profile

Richland School District educates students in kindergarten through eighth grades living in the City of Shafter and surrounding areas. The District operates four schools that are located in the city: Golden Oak Elementary School (K-6), Redwood Elementary School (K-6), Sequoia Elementary School (K-6), and Richland Junior High School (7-8). Each school is dedicated to ensuring the academic success of every student.

Sequoia Elementary School is the newest school in Richland School District, built in the 2004-2005 school year. In the 2016-17 school year, Sequoia Elementary School served approximately 820 students. The school operates on a traditional school calendar. Sequoia Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. We also have a site website that keeps the community informed of events and general information about the site. The Sequoia Elementary site can be found at the following link: <http://ses.richland.k12.ca.us/>

#### Sequoia Elementary School Mission

Sequoia Elementary provides students with a full educational program that addresses the Common Core State Standards with opportunities for enrichment and intervention. Character education using the principles of the Character Counts! pillars are key to developing students that will make positive decisions and is embedded to Sequoia's school culture, all within a safe and healthy school environment. Students have access to current technology tools for learning, including a commitment to a 1:1 student to technology ratio. Staff participate in quality professional development that is targeted to provide the best instruction to students. Staff also collaborate and analyze data to make the best instructional decisions in their classrooms. As a school, we value and encourage the participation and involvement of all community members and stakeholders.

#### VISION STATEMENT

A place where students of the Sequoia elementary community become college and career ready and independent lifelong learners to be successful in "their world."

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	149
<b>Grade 1</b>	116
<b>Grade 2</b>	118
<b>Grade 3</b>	118
<b>Grade 4</b>	100
<b>Grade 5</b>	131
<b>Grade 6</b>	105
<b>Total Enrollment</b>	837

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0
Asian	2.5
Filipino	0
Hispanic or Latino	87
Native Hawaiian or Pacific Islander	0
White	10.2
Two or More Races	0
Socioeconomically Disadvantaged	83.5
English Learners	42.1
Students with Disabilities	11.4
Foster Youth	1

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	38.6	38.5	155.5
Without Full Credential	2	3	2	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

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

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: January 2018

Richland School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school’s instructional program. Richland School District held a Public Hearing on September 11, 2017 and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Richland School District follows the State Board of Education’s six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts and health. A committee consisting of administrators and teachers from each school establishes selection criteria based on State standards, reviews instructional materials on the State list and makes recommendations to the Board of Education for final approval.

Students visit the library at least once every other week. The library is open to students before school, during recess, at lunch, and after school. The library is staffed by a full-time library assistant and a part-time librarian. During their bi-weekly visits, students receive lessons that are aligned to the Model School Library Standards for California Public Schools: Kindergarten Through Grade Twelve. Students may check out a growing collection of books, magazines and MP3 players loaded with audiobooks, anytime within the library’s hours of operation. Materials are available in both Spanish and English. Students and teachers have access to databases, ebooks and digital audiobooks both at school and remotely. The library contains DVDs, leveled readers, computers, professional materials, and magazines for student and staff use.

Sequoia Elementary School is continually working to integrate technology into the curriculum. All classrooms are connected to the Internet, and every classroom has a teacher computer workstation and all students have access to a chromebook TK-6th grade. Additional computer carts available for student use at various locations around campus. Teachers assist students with educational programs such as iStation, Reflex Math and Accelerated Reader.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys 2017 Houghton Mifflin Court K-6 Board adopted: June 26, 2017  Study Sync 2017 McGraw Hill Education 7-8 Board adopted: June 26, 2017	Yes	0
<b>Mathematics</b>	enVision Math 2015 Pearson Education Inc. K-6 Board adopted: December 5, 2016  Big Ideas 2015 Houghton Mifflin Court 7-8 Board adopted: June 12, 2017	Yes	0
<b>Science</b>	MacMillan/McGraw-Hill California Science 2008 (K-5) Prentice Hall Focus on Earth Science c.2008	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	PEARSON SCOTT FORESMAN 2006 Scott Foresman History-Social Science for California Dr. William E. White Holt California Middle School Social Studies World History, Ancient Civilizations c.2006	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sequoia Elementary School provides a safe, clean environment for students, staff and volunteers. School facilities were built in 2004-05 with additions built in the 2006-07 and 2008-2009 school year. They include a multi-purpose room, library, gym, two staff rooms, the office and 22 permanent classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. In the past 10 years a total of 17 portable classrooms have been added to the campus to support enrollment growth and to reduce class sizes.

#### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of four full-time custodians ensures classrooms, restrooms and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are well maintained and provide a suitable learning environment.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors and site administrators are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets and sinks on school grounds are in working order.

#### Deferred Maintenance Budget

The District contributes to the deferred maintenance fund (Fund 14) to cover annual maintenance costs that occur through-out the year or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. These maintenance costs are typically for major repairs.

#### Deferred Maintenance Projects

For the 2017-2018 school year, the District completed several projects at the Redwood, Richland Junior High, Sequoia and Golden oak sites. The District's complete deferred maintenance plan is available at the District Office.

**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: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	26	30	26	28	48	48
Mathematics (grades 3-8 and 11)	20	29	18	23	36	37

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	437	97.76	29.98
Male	237	232	97.89	22.84
Female	210	205	97.62	38.05
Black or African American	--	--	--	--
Asian	15	14	93.33	21.43
Hispanic or Latino	389	382	98.2	29.84
White	42	40	95.24	35
Socioeconomically Disadvantaged	395	387	97.97	26.1
English Learners	206	199	96.6	22.11
Students with Disabilities	76	73	96.05	2.74
Students Receiving Migrant Education Services	13	13	100	7.69
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	441	98.66	28.8
Male	237	234	98.73	27.35
Female	210	207	98.57	30.43
Black or African American	--	--	--	--
Asian	15	15	100	20
Hispanic or Latino	389	386	99.23	27.98
White	42	39	92.86	41.03
Socioeconomically Disadvantaged	395	391	98.99	24.81
English Learners	206	204	99.03	19.61
Students with Disabilities	76	73	96.05	5.48
Students Receiving Migrant Education Services	13	13	100	15.38
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	15	35	37	34	56	54

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

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

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



## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	15.6	4.7

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Sequoia Elementary School takes advantage of resources available in the community to assist students in their emotional, personal and academic development including but not limited to:

- ELAC
- School Site Council
- PTO
- College Community Counseling
- Child Welfare Department
- Department of Human Services
- Kern County Mental Health
- Healthy Start
- Community Mentoring Program

Parents who wish to participate in Sequoia Elementary School's leadership teams, committees, activities, or become volunteers may contact Principal Luis Rodriguez at (661) 746-8740.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	4.9	2.8	1.9	4.1	2.5	2.7	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of Sequoia Elementary School. All visitors must check in at the school office, which is the only entrance to the school (single point entry), and receive a visitor's pass to be permitted on campus.

The school is in compliance with all laws, rules and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis, school intruder drills are held at least quarterly, and earthquake drills are held once a school year. When available, Shafter police department is invited to conduct the intruder drill to offer advice, suggestions and feedback. Bus evacuation safety drills are also conducted throughout the school year. Safety Kits are placed in all classrooms and throughout school facilities to provide proper supplies during an emergency situation. Monitoring of school grounds is performed by teachers, administrators, custodians and yard supervisors before, during and after school.

A Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, policy to provide a safe and orderly environment conducive to learning, rules and procedures on school discipline, a step-by-step guide to disaster procedures, and dress code policy. Sequoia Elementary School reviews and updates the plan annually.

The plan is reviewed with school staff at the beginning of each school year and was last reviewed in August 2017. This plan is also shared with school site council on a yearly basis. An updated copy of the plan is available to the public at the school office or the District office.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	1	4		20	2	5		21	1	6	
1	29		4		24		5		22	1	4	
2	20	1	4		22		5		23		5	
3	24	1	5		26		4		15	5	4	
4	26		4		26	2	8		18	3	8	
5	28		4		27		8		28	1	8	
6	32		5	1	26	2	8	1	26	1	9	1
Other	5	2			9	2			9	2		

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1.25	N/A
Social Worker	0	N/A
Nurse	.5	N/A
Speech/Language/Hearing Specialist	1.84	N/A
Resource Specialist	1.75	N/A
Other	.5	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,954.18	\$124.09	\$4,830.09	\$71,199.53
District	N/A	N/A	\$5,806.97	\$68,217
Percent Difference: School Site and District	N/A	N/A	-18.4	4.3
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	-30.6	-4.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

Based on 2016-17 audited financial statements, the District spent an average of \$9,042.70 to educate each student. The table provides a comparison of Sequoia Elementary School's per pupil funding (both restricted and unrestricted sources) with district (unrestricted) sources for the 2014-15 school year.

In addition to general fund State funding, Richland School District receives State and Federal categorical funding for the following programs:

- LCAP
- Maintenance and Operations
- After School and Safety Education (ASES) AKA CHAMPS
- Class Size Reduction
- Special Education
- Title I, Title II, Title III
- Home-to-School Transportation
- Migrant Education
- Lottery

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,030	\$47,034
Mid-Range Teacher Salary	\$70,776	\$73,126
Highest Teacher Salary	\$89,715	\$91,838
Average Principal Salary (Elementary)	\$108,994	\$116,119
Average Principal Salary (Middle)	\$102,979	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$140,556	\$178,388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	3%	6%

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)

All training and curriculum development at Sequoia Elementary revolves around the Common Core State Standards and Framework. Teachers align classroom curriculum to provide instruction that will help all students progress toward meeting or exceed State proficiency levels.

The writing and implementation of Sequoia Elementary School's curriculum is an ongoing process. The school's plans for curriculum and instruction are updated regularly to align with the Common Core State Standards, District goals, District Wide Expectations and the state-wide assessment program. Richland School District realizes the importance of a customized educational experience, addressing the specific needs of students.

Professional development within the District addresses the individual needs of teachers, as well as broader school concerns. Professional Development (PD) days were held during the 2016-17 school year for all teachers and included training in Explicit Direct Instruction (EDI), Common Core State Standards, Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Teachers who were not able to attend these PD days were given training at a later date during the regular school year. Additionally, after-school workshops, in-services, summer institutes, staff meetings and professional conferences with guest speakers and consultants are methods by which professional development is delivered in areas of technology, STEAM, and Project Based Learning.

Sequoia Elementary also offers a wide variety of additional support and professional development opportunities for its teachers, administrators, classified staff and substitutes. School sites supplement District programs with training and activities specific to the needs of the school and its staff. Decisions about professional development are made using state and local assessment data. During the 2016-17 school year, Sequoia school-based staff development topics included: Close Reading and GPR, COI (Cycle of Inquiry) Explicit Direct Instruction (EDI), English Language Development (ELD), Differentiated Instruction, analysis of local assessment results with a focus on data-driven instruction, targeting standards & mastery learning for all learners, educational technology, Illuminate (student data management) training, iStation (a digital English Language Arts supplemental and Tier 1 intervention program), the strengths and weaknesses of current educational programs/interventions and the implications, and Common Core State Standards and 21st Century Learning. Mr. Rodriguez met with grade-levels specific to work on specific instruction as it relates to the school and District focus.

During the 2016-17 school year, teachers had four academic coaches serving the District to provide support in the implementation of our English Language Development (ELD) program, technology integration, and general support for new and veteran teachers based on specific needs.

The District participates in the State-sponsored Beginning Teachers Support and Assessment program (BTSA). The goals of the BTSA program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2016-17 school year, the District's support provider assisted all eligible participants.

During the 2017 - 2018 school year, the Richland School District provided district wide professional development for the implementation of the new adopted core curriculum for: English Language Arts and mathematics for students in kindergarten through eighth grade. Secondly, professional learning was correspondingly provided for TK - 8th grade teachers on the following: Designated and Integrated ELD instruction in order for teachers to have a clear understanding of the instructional differences in regards to the time (specific protected time and within regular classes in all content area), focus (content of lesson with language support) and standards (state content standards in tandem with ELD Standards).

Subsequently, teachers in TK -8th grade received professional learning in writing using the Step Up to Writing instructional materials to continue to establish a common writing language across grade levels and content areas. Hence, students continue to be explicitly instructed and practice each phase of the writing process with a focus in three types of writing: informational and explanatory, opinion/argument and narrative. Furthermore, new teachers were provided with an orientation on district wide and school site systems.

95 Percent Group instructional materials designed to drive intervention and increase student achievement were purchased district wide. Certificated and classified staff were provided continuous professional development using the 95 Percent Group skill continuums, diagnostic assessments, instructional materials as well as coaching, and follow-up at the district and school site level so that data-informed instructional practices and effective interventions are sustained.

Renaissance Learning Data professional development was delivered to leadership teams for each school site. The training consisted of using data to group students, set goals, monitor progress to intervene as necessary, use learning progressions to identify skill gaps, find instructional resources and plan targeted instruction to meet individualized learning needs and interpret advanced data and dashboards to ensure instruction is accelerating student growth.

Professional Development with a focus on English Learners was provided to teachers. The ELPAC Academy focused on the implications for classroom instruction and student learning. Teachers developed formative assessments based on the ELPAC task types.