

Eugene Padan Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Ramiro Barron, Principal

Principal, Eugene Padan Elementary

About Our School

It is a privilege and an honor to be able to serve Padan School and its community. It is my goal to continue to provide our students, staff and parents with an environment that is conducive to learning. We firmly believe that together we can create an exceptional educational experience for all. We recognize that without your help and support we cannot make our vision a reality. We welcome your active involvement and encourage you to bring your questions, concerns, and ideas to our attention.

We continue to build assets in our students through a multitude of programs. We are deeply committed to "The Leader In Me" and utilizing the seven habits of highly successful people to bring leadership opportunities for all of our students and staff. Our current goal is to become a 'Light House School', where students and staff will exhibit the seven habits in all facets of life. The goal is to bring out the leader in each one of us, which builds character, and as a result, empowers all to reach their maximum potential.

We believe in the power of recognition for the outstanding work our students exhibit. Students are recognized for their personal and academic growth at our monthly assemblies. All students and families are invited to participate in our Family Volunteer days, Coffee with the Principal, ELAC, Booster's Club, Back to School Night, Leader In me Parent nights, Math Night, Technology Night, School Site Council, and as classroom volunteers. Students are motivated to attend school and are developing an intrinsic interest in their academic and personal development.

I am thankful for the many volunteers who share their time and talents and who make the elementary school experience a memorable one for our students. Our staff is deeply committed in providing the best academic research based instruction. As educators, we believe it is our duty to empower and prepare our students to be college and career ready.

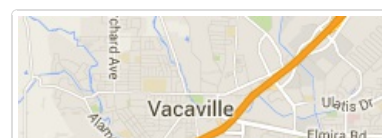
I look forward to the opportunity of continuing to serve Padan School and its community. WE are leading the way!!!

GO PADAN PANTHERS....

Contact

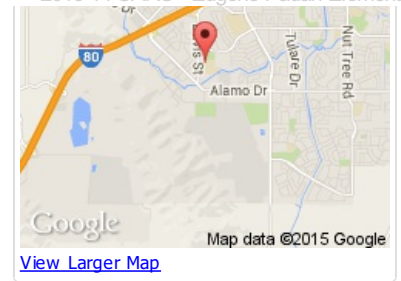
200 Padan School Rd.
Vacaville, CA
95687-5444

Phone: 707-453-6235



E-mail: ramirob@vusd.solanocoe.k12.ca.us

2013-14 SARC - Eugene Padan Elementary



About This School

Contact Information - Most Recent Year

School	
School Name	Eugene Padan Elementary
Street	200 Padan School Rd.
City, State, Zip	Vacaville, Ca, 95687-5444
Phone Number	707-453-6235
Principal	Ramiro Barron, Principal
E-mail Address	ramirob@vusd.solanocoe.k12.ca.us
Web Site	padan.schoolloop.com
County-District-School (CDS) Code	48705736051320

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/30/2015

School Description and Mission Statement (Most Recent Year)

Padan School was named for Mr. Eugene Padan, a former principal of Vacaville Elementary School. The school opened with nine classes in September 1966. Construction continued throughout the year and all buildings were completed by June, 1967. It was dedicated in 1968. Eugene Padan Elementary School is a school wide Title 1 school located in Vacaville, CA, a fast growing bedroom community situated between San Francisco and Sacramento in Solano County.

During the 2004-2005 school years, Padan underwent a modernization process, funded by Measure V. The renovation allowed the school to make improvements which allowed classroom and campus upgrades to enhance the learning opportunities for our students. Padan is committed to maintaining a safe environment and providing a strong academic and social program. Padan also shares the facility with the District's County Special Education Pre-school and Speech and Language Program serving approximately 80 students. The staff at Padan is dedicated to the success of each and every student. We believe that all students have talents and are skilled, knowledgeable and possess the ability to excel academically.

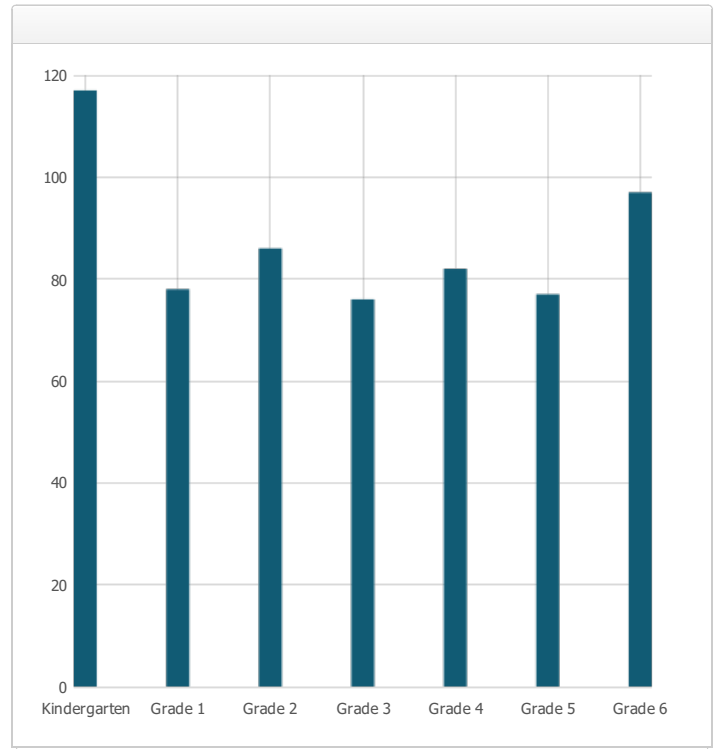
Our vision embraces the premise that through collaboration, community and cohesive relationships with our parents, community partners, and school community we are proud to provide opportunities and guidance for all students so they may reach their full potential. Eugene Padan offers a variety of extra-curricular activities for our student body to help them develop as responsible citizens and people of good character. Some of the activities such as the Padan Knights, Student Council, Honor band, Novel Knowledge, the Mileage Club, and our Accelerated Reader Leaders encourage students to become leaders at Padan.

The mission of Eugene Padan Elementary School in partnership with families and the community is to prepare all students to make good choices, be responsible leaders of the community, have a passion for life-long learning, and reach their full academic potential. Our mission is accomplished by providing a rigorous academic program within an atmosphere of mutual respect.

Last updated: 1/30/2015

Student Enrollment by Grade Level (School Year 2013-14)

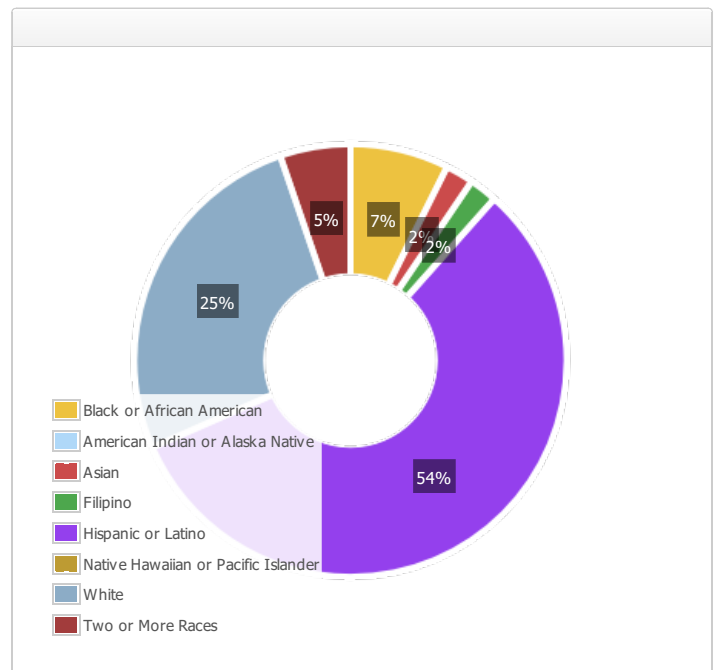
Grade Level	Number of Students
Kindergarten	117
Grade 1	78
Grade 2	86
Grade 3	76
Grade 4	82
Grade 5	77
Grade 6	97
Total Enrollment	613



Last updated: 1/23/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.7
Asian	2.0
Filipino	2.9
Hispanic or Latino	54.5
Native Hawaiian or Pacific Islander	0.8
White	25.4
Two or More Races	5.7
Socioeconomically Disadvantaged	72.3
English Learners	28.5
Students with Disabilities	12.7



Last updated: 1/23/2015

A. Conditions of Learning

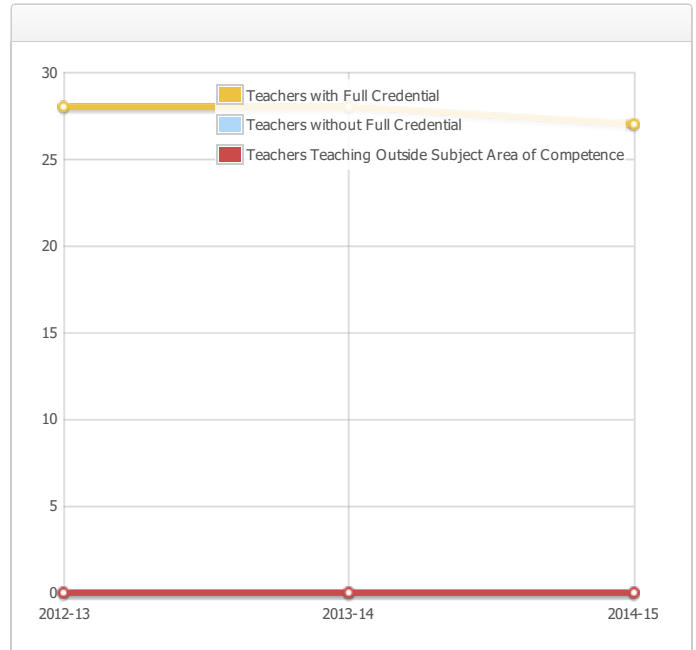
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

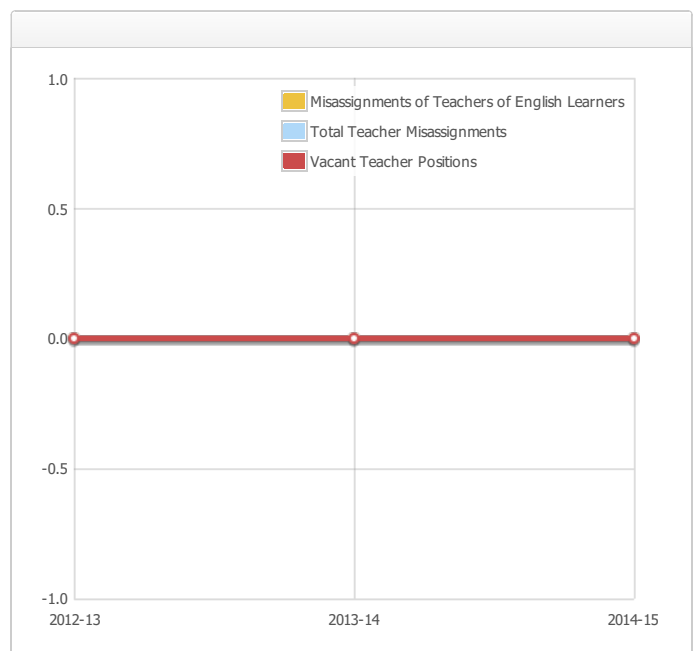
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	28	28	27	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/23/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/23/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/23/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/23/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA, 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs are needed where specified below.

Corrective Actions Taken or Planned

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Damper adjustments at restrooms by room 9-12 and 13-16.
Interior: Interior Surfaces	Good	Stained ceiling tiles at staff room, carpet wrinkled at nurse's office. Peeling paint at beams at rooms 1-8.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Drinking fountain plugged at Rooms 1-8.
Safety: Fire Safety, Hazardous Materials	Good	Peeling paint on beams at Rooms 1-8.
Structural: Structural Damage, Roofs	Fair	Roof leak rm. 1. Replace cracked siding room 17. F-1 roof leak. Dry rot siding south side rooms 50-55. Soft spot in floor by door at rooms 60-63.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Kindergarten playground replace asphalt. Playground by rooms 14-15 replace asphalt. Playground at room 23 and on west fenceline – replace asphalt.

Overall Facility Rate - Most Recent Year

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	62	61	41	58	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/23/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	41
Male	43
Female	39
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	34
Native Hawaiian or Pacific Islander	
White	64
Two or More Races	
Socioeconomically Disadvantaged	33
English Learners	9
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/23/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	45%	46%	46%	54%	57%	56%	54%	56%	55%
Mathematics	52%	55%	48%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/23/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	3	3
Similar Schools	3	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/23/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-17	8	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-27	21	-3
Native Hawaiian or Pacific Islander			
White	10	-10	-24
Two or More Races			
Socioeconomically Disadvantaged	-20	18	-12
English Learners	-24	11	-16
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/23/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.0%	14.7%	12.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/23/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 - Most Recent Year

"Our goals are to contribute and build for the betterment of our children's future in which the highest standards of education may be obtained."

This is the motto of our Padan Booster's Club. We are fortunate to have such a committed group of parents and family supporters. Padan's Booster Club has plenty of ways for families to participate. Whether it is through support of a fundraiser, volunteering hours to supervise a family event, or planning and organizing assemblies, our parents are always welcome and appreciated. The support of school-wide improvement in the area of technology, field trips, supplies and supplemental materials is an ongoing project for our Boosters.

The Padan School community values its parents and places a high priority on education. They are actively involved at the school and work in partnership with the staff to provide a positive learning experience for students. A strong sense of mutual respect and purpose are shared by the staff and our parent community. Our parents and community members support our consistent standards, promote responsibility for learning, and enhance our academic program and social interaction opportunities through their involvement. Families enthusiastically support the school's Parent & Teacher Booster Club, the School Site Council, the ELAC (English Language Advisory Committee) and The Leader in Me culture. Our parents contributed hours of volunteering during the 2012-13 school year in Booster Sponsored events, the classrooms, library, computer labs, field trips, lunch supervision, Kindergarten orientation, fundraisers, Parent informational meetings, Book Fairs, and assemblies. These past several years parents have helped with Safety events such as a Bike Rodeo, Walk-N-Roll, the Harvest Festival, Anti-bully campaigns, Red Ribbon Week Activities, Triathlon, and Drive for Kids.

Parents are welcome on campus and encouraged to participate in their child's classroom through a variety of volunteer opportunities. Back to School night at the start of the year is designed to showcase the classrooms, welcome the parents, and introduce the many ways to be involved and engaged in the learning that takes place at Padan.

All information pertaining to the Booster's Club is readily available on the Eugene Padan website: www.padan.schoolloop.com. Additionally, an information center is located on campus.

State Priority: Pupil Engagement

Last updated: 1/23/2015

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

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

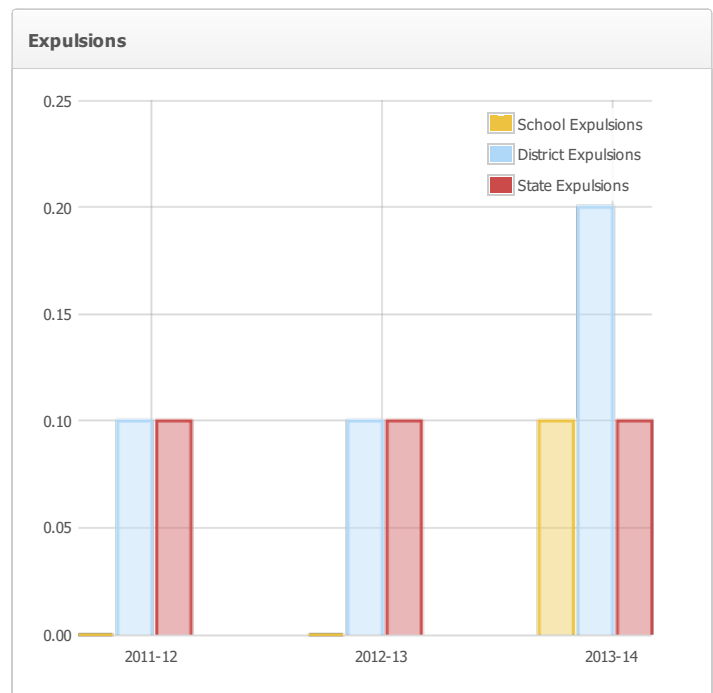
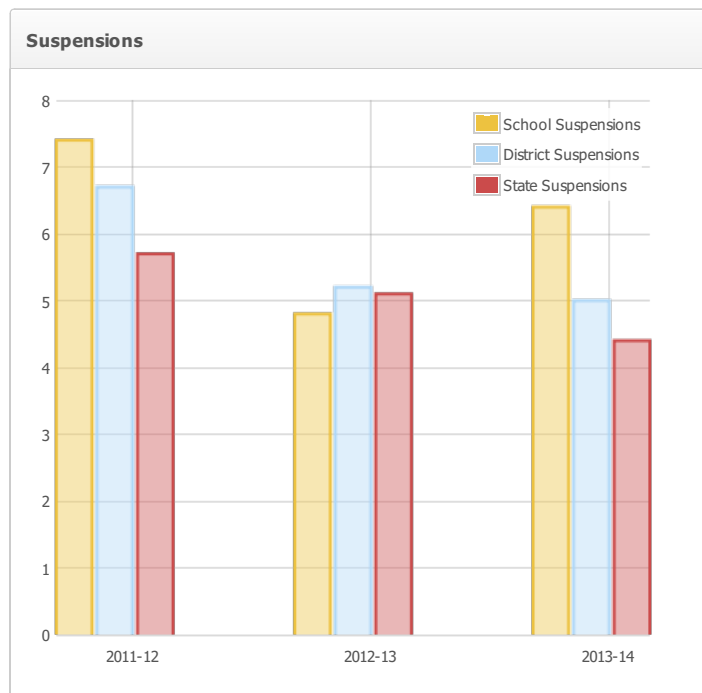
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.40	4.80	6.40	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.10	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/23/2015

School Safety Plan - Most Recent Year

The Comprehensive Safety plan was last reviewed January 28th 2015. The Plan was discussed by members of the staff, parents, community stakeholders and our student body president, February 4th, 2015. This year, the focus continues to be on the development of a plan, where the purpose is creating an environment where the priority is safety for students and staff alike. This year we have three main goals we will be focusing on:

2014-2015 School Year Goals:

Goal 1: Improve school climate by implementing the Leader in Me 7 habits at all grade levels. **Strategies:** Train the staff in 7 habits, form committees to plan implementation, instruct students school-wide. **Responsibility:** Administration, Classroom Teachers, Noon Supervisors and Support Staff. **Timeline:** ongoing process throughout the 2014-2015 school year and beyond.

Goal 2: Create an School Anti-Bullying Policy **Strategies:** Seek input from students, teachers, and the community to define bullying and create a policy that includes definitions, reporting procedures, and actions the school will take when incidents of bullying are reported. Also increase awareness through assemblies, an Awareness month to coincide with Habit #6 on working together, and gather staff input on a communication system for students and for all staff to inform each other on bullying issues and concerns. **Responsibility:** Administration, safety committee, site council, staff, and students **Timeline:** January 2015- January 2016

Goal 3: Create a positive and safe atmosphere for our yard. **Strategies:** Professional development for yard supervisors, assembly to introduce and help build

relationships between students and yard supervisors, increase use of positive Leader slips on the yard, seek using organized activities during recess times

Responsibility: Administration, Teachers, Yard Supervisors **Timeline:** Ongoing throughout 2014-15 and 2015-16 school year.

Last updated: 1/30/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/23/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/23/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.0	0	3	0	28.0		3		29.0		4	
1	29.3	0	4	0	23.0	1	3		16.0	2	3	
2	23.5	1	3	0	21.0	1	3		22.0	1	3	
3	22.0	1	3	0	25.0	1	2	1	19.0	1	3	
4	20.6	2	5	0	20.0	2	2		21.0	1	3	
5	25.3	0	3	0	21.0	2	3		19.0	2	2	
6	28.0	0	4	0	23.0	1	3		19.0	2	3	
Other	0.0	8	0	0								

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

Last updated: 1/23/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.7	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Last updated: 1/23/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,893	\$1,456	\$4,436	\$71,197
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	21.00%	13.30%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	5.40%	2.60%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)**Total Unrestricted Expenditures \$2,719,386.04**

Instruction \$2,060,934.14

Noon Supervisor \$53,750.40

Staff Development \$4,475.00

Instructional Media & Library \$33,803.54

Parent Participation \$130.34

School Administration \$314,485.09

Health Services \$12,988.05

Operations \$95,045.61

Operations - Buildings \$138,281.04

Other Plant M & O \$5,492.83

Total Restricted Expenditures \$892,778.83

IASA - Title I Basic School Support \$124,699.38

Donations \$11,088.41

Jumpstart \$7,327.00

Child Nutrition \$178,797.56

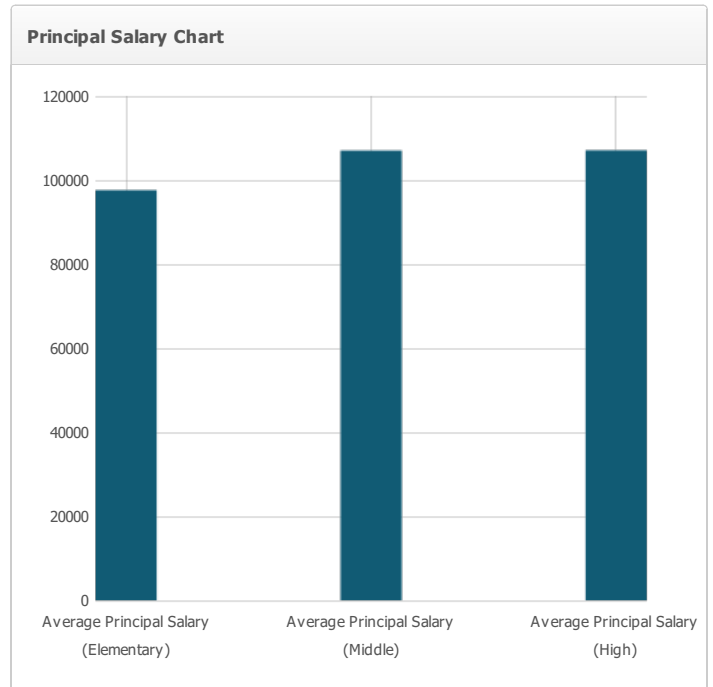
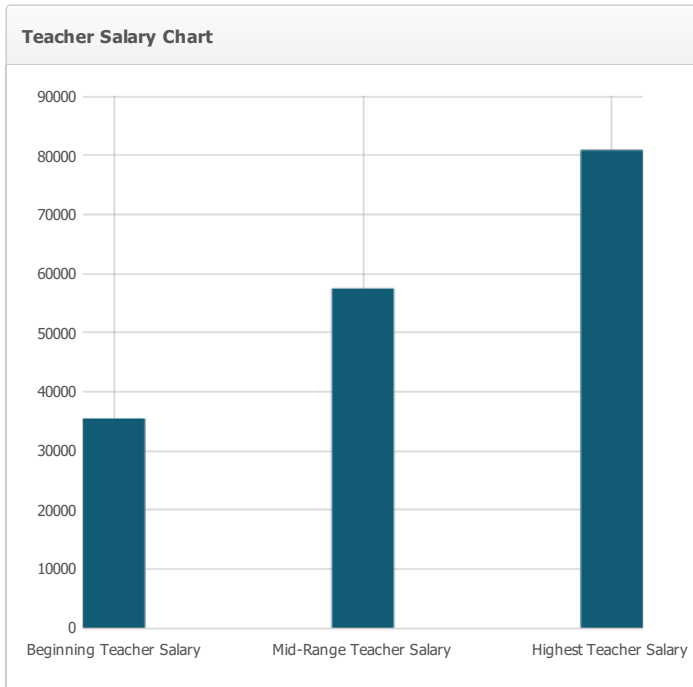
Special Education \$570,866.48

*Last updated: 1/23/2015***Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624

Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/23/2015

Professional Development – Most Recent Three Years

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act are the primary funding sources.

BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium, which provides mentoring, and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. Other areas of professional development include: Accelerated Reader training, technology training, and English language Development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on a plethora of committees including but not limited to Report Card Committees, and Common Core Mathematics/ELA Committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Common Core Standards, student achievement data, input from BTSA and staff surveys. Our staff members collaborate across the district to align student-learning objectives with CCSS and prepare for the rigor of their implementation. This year's focus is entrenched in the focus and rigor of Mathematics with early introduction to essentials of Reading for Meaning via ELA CCSS.

All teachers participate in site-based professional development via collaborative planning time once/week. This time is utilized to discuss topics related to student achievement. Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meetings focus on the four essential questions:

What is it that our students need to learn?

How will we assess if they have learned the content?

What will we do to provide extra support for those who have not learned the content?

What enrichment can we provide for those who have learned the content?

We continue to build upon strategies that are effective and embed those practices across the curriculum to meet all learners' needs and take them where they can go.

Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: Attendance programs, Aeries [student information system], Accelerated Reader and Outlook Operational Updates. Professional development opportunities take place d on release time, during the summer, after school, evenings and weekends.

Sites may use decentralized funds for professional development specific to their site as part of their single plan.

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