

Hemlock Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Jennifer Austin, Principal

Principal, Hemlock Elementary

About Our School

Thank you for taking the time to read about Hemlock Elementary and the ACE program. We are a community school that is home to two unique programs of learning. At Hemlock our mission is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community. At ACE, Alternative Cooperative Education, our mission is to create a cooperative community dedicated to raising each child up to his/her potential.

ACE and Hemlock are student-centered school programs, staffed by collaborative, hardworking teachers and support staff. It is an honor to work alongside such dedicated professionals for the success of our students.

Contact

*Hemlock Elementary
400 Hemlock St.
Vacaville, CA 95688-2616*

*Phone: 707-453-6245
E-mail: jaustin@vacavilleusd.org*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Hemlock Elementary
Street	400 Hemlock St.
City, State, Zip	Vacaville, Ca, 95688-2616
Phone Number	707-453-6245
Principal	Jennifer Austin, Principal
E-mail Address	jaustin@vacavilleusd.org
Web Site	http://hemlock.schoolloop.com/
County-District-School (CDS) Code	48705736051346

Last updated: 1/16/2019

School Description and Mission Statement (School Year 2018—19)

Hemlock campus is nestled in a quaint neighborhood in the northern part of Vacaville, California. Many students live in the surrounding neighborhood and enjoy being able to walk to school. We believe that families are a critical component to a child's education. Participation is encouraged through school celebrations, evening events, classroom help, conferences, committees and an active PTA and Parent Board.

Hemlock maintains a rigorous dedication to instruction and student learning aligned to Common Core State Standards. Gifted and Talented Students (GATE) receive services at district level challenge days. Students who are English Learners, classified by ELPAC assessments, meet 30 minutes a day, five days a week with a designated and trained English Language Development (ELD) teacher. Students who are struggling in grades K-6 receive targeted instruction through Target Time, our Tier 2 level of support under the RTI model. All students receive 30 minute sessions 5 times per week with a designated RTI teacher, specialist or paraprofessional. Special Education services are also provided through the RSP and SCIL programs, as well as for Speech and Language. Students have the opportunity to participate in several extracurricular programs including Saturday School where our students get science, technology and art enrichment. Additionally, upper grades have the opportunity to participate in the Spelling Bee, Novel Knowledge, band and chorus.

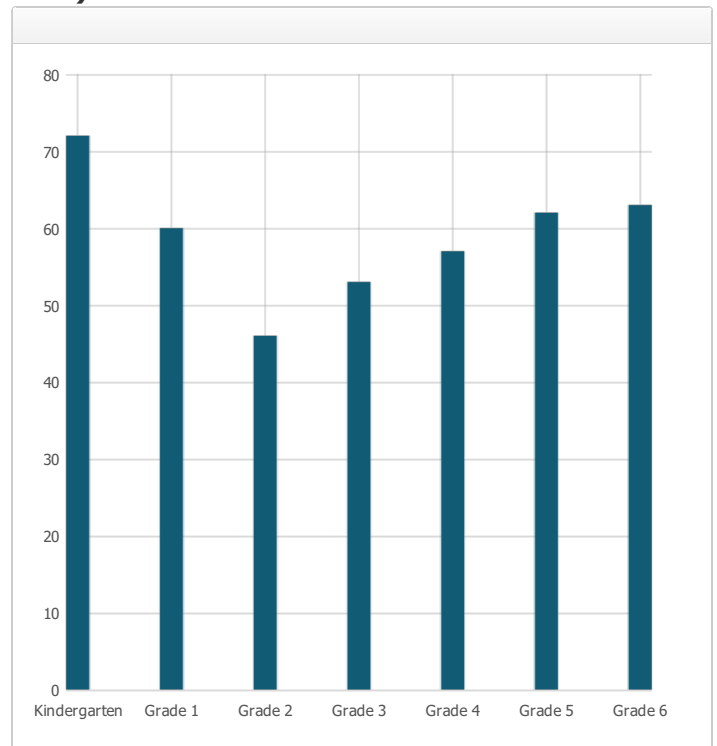
The mission of the Hemlock Elementary School, where students thrive and develop lifelong, meaningful connections, is to empower every student to reach his or her highest potential academically, socially, and physically by providing challenging, standards-based programs within a safe, encouraging and diverse community. The most recently approved SPSA addresses multiple goals with specific emphasis on providing multiple tiers of supports to students in the areas of academics, behavior, attendance and social-emotional needs.

Additionally, beginning in the fall of 2017, the Alternative Cooperative Education (ACE) Program officially became a part of Hemlock Elementary School. Formerly a dependent Charter School in Vacaville Unified School District, the ACE Program mission is to create a cooperative community dedicated to raising each child up to his or her potential.

Last updated: 1/16/2019

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

Grade Level	Number of Students
Kindergarten	72
Grade 1	60
Grade 2	46
Grade 3	53
Grade 4	57
Grade 5	62
Grade 6	63
Total Enrollment	413



Last updated: 1/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.1 %
American Indian or Alaska Native	0.7 %
Asian	0.7 %
Filipino	1.5 %
Hispanic or Latino	36.3 %
Native Hawaiian or Pacific Islander	0.5 %
White	45.5 %
Two or More Races	7.0 %
Other	4.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	50.8 %
English Learners	9.9 %
Students with Disabilities	14.5 %
Foster Youth	0.2 %

A. Conditions of Learning

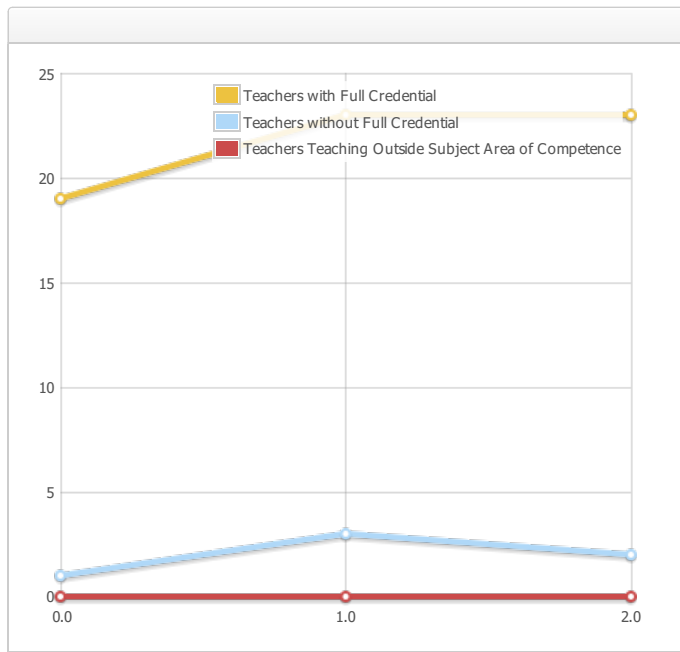
State Priority: Basic

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

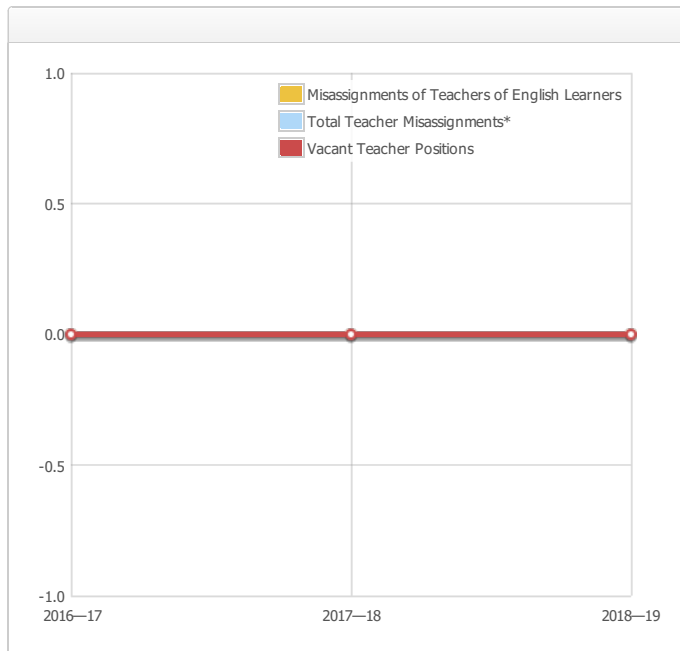
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	19	23	23	593
Without Full Credential	1	3	2	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

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) Gr. K-5 Springboard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus (Houghton Mifflin) Gr. K Go Math! CA (Houghton Mifflin) Gr. 1-6	Yes	0.0 %
Science	California Science (MacMillan/McGraw-Hill)	Yes	0.0 %
History-Social Science	History/Social Science (Houghton Mifflin) Gr. K-5 Ancient Civilizations CA Edition (Glencoe) Gr. 6	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 83.39% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.
 There are no major facility improvements planned at this time.
 The bulk of the deficiencies are related to ceiling tiles, flow issues at faucets, paint issues and plug in air-fresheners. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/4/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Fair	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Trip hazards on walkways will be removed.

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair
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Last updated: 1/4/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	46.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	26.0%	36.0%	38.0%	39.0%	37.0%	38.0%

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

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

Last updated: 1/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	231	99.57%	46.32%
Male	124	124	100.00%	38.71%
Female	108	107	99.07%	55.14%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	77	77	100.00%	41.56%
Native Hawaiian or Pacific Islander				
White	115	115	100.00%	55.65%
Two or More Races	16	16	100.00%	25.00%
Socioeconomically Disadvantaged	118	118	100.00%	34.75%
English Learners	26	26	100.00%	30.77%
Students with Disabilities	30	30	100.00%	--
Students Receiving Migrant Education Services				
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.

Last updated: 1/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	234	231	98.72%	36.36%
Male	126	124	98.41%	32.26%
Female	108	107	99.07%	41.12%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino	--	--	--	
Hispanic or Latino	78	77	98.72%	31.17%
Native Hawaiian or Pacific Islander				
White	116	115	99.14%	44.35%
Two or More Races	16	16	100.00%	18.75%
Socioeconomically Disadvantaged	119	118	99.16%	31.36%
English Learners	27	26	96.30%	19.23%
Students with Disabilities	32	30	93.75%	13.33%
Students Receiving Migrant Education Services				
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.

Last updated: 1/16/2019

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

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

Last updated: 1/16/2019

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 area of physical education

California Physical Fitness Test Results (School Year 2017–18)

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	12.9%	33.9%	29.0%

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

Last updated: 1/16/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

At Hemlock, we recognize that parents/guardians are their children's first and foremost influential teachers and that continued parental involvement in the education of children contributes greatly to student achievements and conduct. We do have a Title I Parent Involvement Policy that is reviewed yearly by the School Site Council. A copy of the most current policy is available in the school office, in English and Spanish.

We invite parents/guardians to participate in school related events and activities in a variety of ways. Volunteering in the classroom, at home projects or for school events is always welcome. Parents/guardians can directly contact their child's classroom teacher to arrange this. Fingerprinting may be needed depending on the activity. Parents/guardians are invited to stop into the office for more information on this process or call the office at (707)453-6245. Information is also available on the school website: <http://www.hemlock.schoolloop.com/>

Several formal committees exist that parents/guardians are always invited to participate in. These are the English Learner Advisory Committee, The School Site Council and the Positive Behavior Interventions and Supports committee. All meetings are open to the public. For more information, please contact Jennifer Austin, principal, at (707) 453-6245 or jaustin@vacavilleusd.org.

State Priority: Pupil Engagement

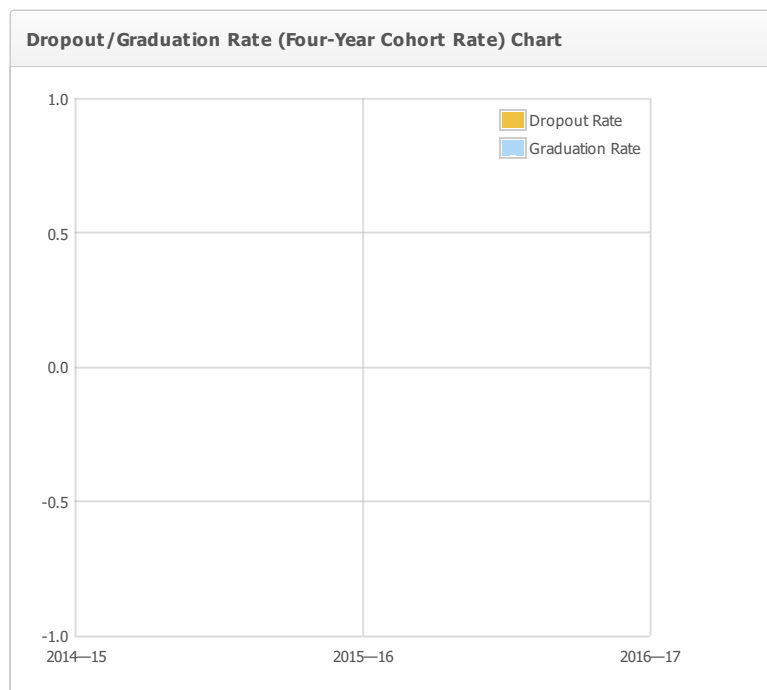
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/16/2019

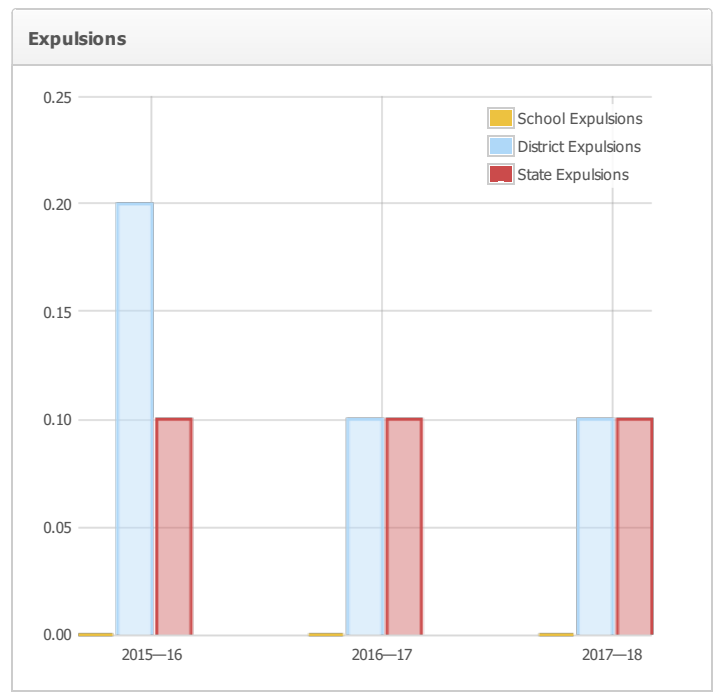
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.9%	1.6%	2.5%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/16/2019

School Safety Plan (School Year 2018—19)

Our School Safety Plan is reviewed and updated yearly, with regular reviews at School Site Council Meetings. The existing plan was most recently reviewed with the Hemlock School Site Council at the 12-5-18 meeting. The most recently approved plan has two goals: (1) Develop a safe, positive school culture where instruction, reinforcement and recognition of appropriate school behavior, including multiple tiered systems of support, is provided to all. Reduce overall number of discipline referrals and suspensions. (2) Staff/Students have explicit responsibilities and fully understand their role in any emergency situation. Staff/students can articulate/demonstrate the appropriate response to an emergency situation. Input from the December 2018 meetings, along with a review of other school data, is being used to draft goals for the next School Safety Plan. The School Site Council will review the draft at its next meeting in February 2019.

Last updated: 1/16/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	2	
1	21.0		1	
2	17.0	1	1	
3	27.0		2	
4	19.0	1	1	
5	18.0	1		1
6	19.0	2		
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		3	
1	22.0		1	
2	18.0	1		
3	25.0		2	
4	15.0	1	1	
5	21.0	1	1	
6	14.0	2	1	
Other**	7.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	3	
1	23.0		1	
2	23.0		2	
3	21.0	1	2	
4	16.0	1	1	
5	28.0		3	
6	22.0	1	2	
Other**				

* 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.

Last updated: 1/16/2019

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	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: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8403.4	\$1756.1	\$6647.3	\$75611.9
District	N/A	N/A	\$6718.5	\$68635.9
Percent Difference – School Site and District	N/A	N/A	-1.1%	9.1%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	1.1%	-5.4%

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

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

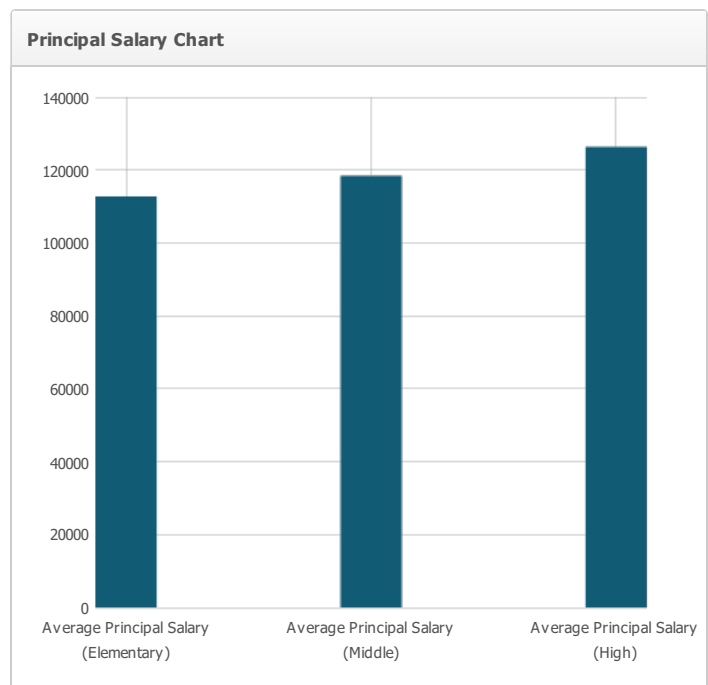
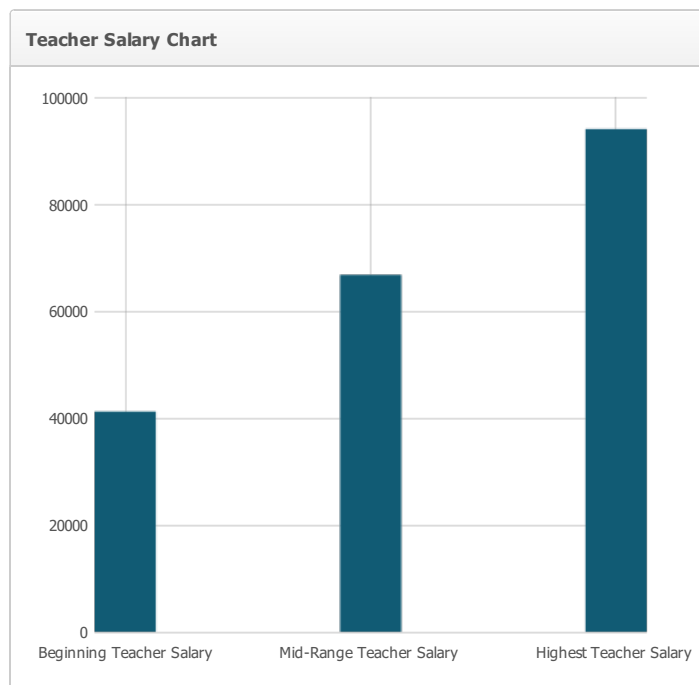
	Unrestricted	Restricted
1000 Certificated Salaries	1,468,877.99	344,016.06
2000 Classified Salaries	242,412.65	109,716.60
3000 Benefits	580,553.89	132,750.43
4000 Materials & Supplies	15,887.26	38,019.18
5000 Operating Expenses & Services	103,157.80	12,495.46
Less Object 3701-3702	(55,487.04)	(14,731.20)
Total	2,355,402.55	622,266.53

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,197	\$49,512
Mid-Range Teacher Salary	\$66,784	\$77,880
Highest Teacher Salary	\$94,034	\$96,387
Average Principal Salary (Elementary)	\$112,765	\$123,139
Average Principal Salary (Middle)	\$118,443	\$129,919
Average Principal Salary (High)	\$126,363	\$140,111
Superintendent Salary	\$197,672	\$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/16/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/4/2019

Professional Development

All VUSD elementary teachers have received training in the implementation of the ELA and Math standards for the past several years. Teachers new to the district participate in a local induction program which provides a local mentor for in and out of classroom support. Special Education teachers also participate in district wide collaboration and trainings specific to their field. These may be done in a 1:1 format with a peer coach, in a site meeting or in an off-site training session. These are provided by the VUSD Special Education department and the Solano SELPA.

Over the past several years, Hemlock has focused site specific professional development on Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, PLCs, and Explicit Direct Instruction. These were done in a 1:1 format with a peer coach, in a site meeting or in an off-site training session by district trainers or outside consultants.

During the 2018-2019 school year, staff continue to attend VUSD sponsored trainings. Additionally, staff meetings have been used to provide further professional development in Common Core Math focusing on increasing the effectiveness of first teaching. Site data, principal observations, and staff input were used to determine the need for these professional developments. Peer coaching, teacher-principal meetings and PLC time are being used to support teachers as they continue to implement and refine their practice in the identified areas. Outside trainings are available to teachers as they are needed and relate to school focus areas.

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