

# San Joaquin Continuation High School

## 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/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	San Joaquin Continuation High School
<b>Street</b>	599 Fifth Street
<b>City, State, Zip</b>	Mcfarland, CA 93250
<b>Phone Number</b>	(661) 792-3178
<b>Principal</b>	Valerie Garcia
<b>E-mail Address</b>	vagarcia@ mcfarland.k12.ca.us
<b>Web Site</b>	
<b>CDS Code</b>	15-739081530146

District Contact Information	
<b>District Name</b>	McFarland Unified School District
<b>Phone Number</b>	(661) 792-3081
<b>Superintendent</b>	Victor Haopper
<b>E-mail Address</b>	VHopper@mcfarland.k12.ca.us
<b>Web Site</b>	<a href="http://www.mcfarlandusd.com">www.mcfarlandusd.com</a>

## School Description and Mission Statement (Most Recent Year)

San Joaquin High School (SJHS) is one of two schools housed on the McFarland Learning Center campus; the other school is McFarland Independent School and we also have an Adult Education Program. SJHS is part of the McFarland Unified School District composed of two elementary schools, one middle school, one comprehensive high school, and the McFarland Learning Center (MLC). McFarland Unified School District is located in the small, rural, and predominantly agricultural community of McFarland California, population approximately 10,000. McFarland is located in the southern part of the San Joaquin Valley, thirty miles north of Bakersfield, adjacent to State Highway 99. The main industry of the area is agriculture with the primary crops being almonds, grapes, cotton, oranges, roses, potatoes, alfalfa, hay, and kiwis.

Our role at SJHS is three-fold:

1. to prepare students academically, emotionally, and behaviorally to return to McFarland High School
2. to promote articulation of curriculum and teaching of “same skills courses” that match those at MHS
3. to assist students in attaining sufficient credits and appropriate instruction to enable them to earn a high school diploma

SJHS serves students who are unable or unwilling to attend McFarland High School, the MUSD comprehensive high school. Various reasons for choosing SJHS include: personal hardships, pregnancy, extended family vacations, special needs for work scheduling, minors on probation, and a positive alternative to the larger high school setting.

The SJHS student population is considered “transitional” in that student enrollment is usually short term, limited to or usually one or two semesters, to enable the student to either make-up missing credits in order to graduate with his/her original class, overcome personal crisis, finish up a work season, or to obtain one on one assistance. However, a considerable number of students have graduated from this school.

An important factor in preparing students for return to MHS is that of being emotionally prepared. Some students come to us because of behavior management problems. We pride ourselves in the caring attitude of our staff members. We are able to assist our students in finding appropriate programs and services to meet their needs in order to assist them in developing appropriate behaviors as well as being able to provide more individualized help in overcoming difficulties (i.e. – counseling referrals, career counseling, and individual education plan).

The curriculum of SJHS mirrors that of the comprehensive high school in that we follow the same course outlines in order to meet state standards across the curriculum. We readily confer with MHS counselors and staff to be sure we are providing for the needs of our students to enable them to return to MHS to meet graduation course requirements and pass the CAHSEE.

We consider the attainment of proficiency level in the basic skills enhanced by technological fluency to be beneficial to successful employment and further education and training. SJHS staff members are well-versed in technology and are striving to integrate its use throughout the curriculum in all our courses. Our district’s continuing support of technology and several grants have made it possible for us to provide computers throughout the campus to assist our students in the mastery of skills, research, and the streamlining of their work processes. Students are encouraged to use the computer lab to complete their computer literacy requirement and to complete course assignments.

A team of classified employees support our certificated staff. A district technology team is available to us as needed for technological assistance.

Students with active IEPs receive additional support from the appropriate district specialists in special education and speech pathology in order to reach their goals and objectives. There is a continued collaboration between probation officers and our instructors in working with students who are on probation.

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

Grade Level	Number of Students
Grade 9	7
Grade 10	21
Grade 11	14
Grade 12	2
<b>Total Enrollment</b>	<b>44</b>

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

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	2.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.0
White	9.1
Two or More Races	0.0
Socioeconomically Disadvantaged	88.6
English Learners	34.1
Students with Disabilities	13.6

## 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	5	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### 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.

**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	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
<b>All Schools in District</b>	99.55	0.45
<b>High-Poverty Schools in District</b>	99.55	0.45
<b>Low-Poverty Schools in District</b>	0.00	0.00

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

**Year and month in which data were collected:** January 2014

McFarland Unified Schools District has adopted a seven year cycle for curriculum framework and standards development for the adoption of instructional materials and texts. The courses of study, frameworks, standards, and curriculum are in alignment with that of the district’s comprehensive high school. During the 2001-2002 the district reviewed the Mathematics curriculum. Presently we are in the process to be compliant with the Williams Act.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Prentice Hall Literature Pearson 2010 A+ Credit Recovery	Yes	0
<b>Mathematics</b>	CA Algebra I, II, Geometry- Prentice Hall 2009 CA Algebra Readiness: Concepts Skills and Problem Solving - Glencoe/McGraw Hill 2008	Yes	0
<b>Science</b>	Earth Science - Prentice Hall 2007 Biology - Printice Hall 2007	Yes	0
<b>History-Social Science</b>	Modern World History - McDougal Littell 2006 American Vision: Modern Times - Glencoe 2006 Macgruder's American Gov't. - Prentice Hall 2006 Economica: Principles in Action - Prentice Hall 2006	Yes	0
<b>Health</b>	Health: A Guide to Wellness - Glencoe/McGraw Hill 2003 Positive Prevention - American Red Cross 2007	Yes	0

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

San Joaquin High School facilities are maintained in a manner that assures safety, cleanliness, and functionality. To assist in this effort, the MUSD Maintenance and Operations Safety Department conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor". The results of this survey are available at the school office or at the MUSD maintenance department. In addition to the Williams Lawsuit settlement inspection, the site is inspected annually by the Kern County Fire Department. District maintenance staff ensures that the 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. A pest/vermin reporting system is in place and issues are addressed as needed. San Joaquin High School consists of 4 buildings. The main permanent building houses 6 classrooms, 3 offices, two sets of restrooms and miscellaneous storage areas, built in 1987. Two adjacent portable classrooms and an additional prefab 2-room classroom with restroom facilities was added in 2010. Students have access to three computer labs within 3 of the above mentioned classrooms. The computer labs were upgraded with new computers in 2011-2012. A small soccer field and public library are within the same city block. In addition to SJHS, a continuation high school and an adult education program are also housed on the McFarland Learning Center site. A custodian cleans classrooms and grounds daily. The buildings are secured and alarmed at the end of each day. A new angle-iron security fence has been installed to secure student area during school and to assist in securing entry to the site when school is not in session. Cameras were installed in 2012 and a bell system was installed in 2013.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
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)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[X]	[ ]

## 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
<b>Science (grades 5, 8, and 10)</b>			17	34	28	35	60	59	60

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

### 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	35
All Student at the School	17
Male	25
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	17
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

### 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	2	5		34	37	37	54	56	55
Mathematics	3			41	44	44	49	50	50
History-Social Science	9	4	8	32	39	38	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.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

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

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	62	12	-51
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
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.

### Career Technical Education Programs (School Year 2013-14)

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

**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 High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	11			34	30	32	56	57	56
Mathematics	7	5	7	38	45	47	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	68	19	12	53	32	15
All Students at the School	100			93	7	
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	100			92	8	
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	100			93	7	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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 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)

San Joaquin High School is striving to create an environment of increased parental involvement. Our administrative team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of our success. Opportunities for involvement include ELAC (English Learner Advisory Committee) and DELAC (District English Learner Advisory Committee). Both are committees comprised of parent, staff, and community members specifically designated to advise school officials on English Learner program services. At least one member of ELAC is elected to serve at the district level, DELAC. Other opportunities for parental involvement include School Site Council, Back-To-School Night, Parent/Teacher Conferences, Career Day, and school/community events to mark significant milestones such as our graduation ceremonies.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	24.0	17.1	8.9	24.0	17.1	8.9	14.7	13.1	11.4
Graduation Rate	70.83	77.63	83.25	70.83	77.63	83.25	77.14	78.87	80.44

#### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	70.00	100.00	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	66.67	100.00	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	100.00	100.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	77.78	97.66	82.58
English Learners	50.00	71.43	53.68
Students with Disabilities	0.00	90.91	60.31

## 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
<b>Suspensions</b>	34.2	36.6	13.5	8.6	8.3	7.6	5.7	5.1	4.4
<b>Expulsions</b>	3.5	1.0	0.0	0.3	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

San Joaquin High School and the McFarland Unified School District have comprehensive emergency and safety plans in place. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and constant. A site and district representative attends annual training at the county level in order to stay apprised of updates from the country, state or national level. San Joaquin's Safe School Plan contains policies and procedures to handle school site emergencies. The school uses the SIMS/NIMS (State and National Incident Management System) protocols. Various roles with specific assigned responsibilities for dealing with various types of emergencies are outlined in the plan. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. San Joaquin High School's plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. (SJHS) staff reviews and updates the School Safety Plan at a minimum of two times per calendar year. An updated phone tree of all staff members are revised each year and serve as a portion of the School Safety Plan. The site facility also has safety drills several times per year. Local law enforcement officers as well as district personnel have participated in the drills.

## 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
<b>Made AYP Overall</b>	No	
<b>Met Participation Rate: English-Language Arts</b>	Yes	
<b>Met Participation Rate: Mathematics</b>	Yes	
<b>Met Percent Proficient: English-Language Arts</b>	No	
<b>Met Percent Proficient: Mathematics</b>	Yes	
<b>Met Graduation Rate (if applicable)</b>	N/A	

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	4
<b>Percent of Schools Currently in Program Improvement</b>	---	100.0

Note: Cells with "---" 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.

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

Subject	2011-12			Avg. Class Size	2012-13			Avg. Class Size	2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	14.3	6	0	0	6	9			8	9				
Mathematics	13	1	0	0	5	8			5	11				
Science	12.3	3	0	0	6	4			13	2				
Social Science	10.5	4	0	0	6	9			4	7				

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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)	1	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist	0.5	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	15027.02	245.53	14781.49	79976.00
District	---	---	9936.34	\$59,644
Percent Difference: School Site and District	---	---	48.8	34.1
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	215.2	26.9

Note: Cells with "----" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,811	\$38,920
Mid-Range Teacher Salary	\$60,058	\$59,803
Highest Teacher Salary	\$76,461	\$78,096
Average Principal Salary (Elementary)	\$107,095	\$95,836
Average Principal Salary (Middle)	\$83,859	\$99,849
Average Principal Salary (High)	\$107,095	\$107,599
Superintendent Salary	\$144,911	\$151,912
Percent of Budget for Teacher Salaries	35	37
Percent of Budget for Administrative Salaries	5	6

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

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

**Professional Development**

McFarland Unified School District offers many varied staff development throughout the year. Staff Development topics have included Common Core State Standards, English Language Development, Gang Awareness, WASC Goals and Action Plans, Digital and Technology Training and other related areas.