Mitchell Community 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/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

Marie Dacumos, Principal

⚲ Principal, Mitchell Community Elementary

About Our School

Welcome to Mitchell Community School! We are a school community focused on carrying out our school site vision to "Empower students to become responsible citizens in a global community." In order to achieve this mission, we believe in preparing students both academically and socio-emotionally.

Academically, we provide students with a rigorous instructional program, targeting the skills necesary to achieve in the 21st century. Students are taught to solve complex real world problems, while incorporating skills from all content areas - math, reading, writing, social studies, science, art, music, dance and physical education. Additionally, students use and learn new technology to assist in solving these complex problems. Innovation is the key to future success and we provide opportunities in which students can innovate, create, and showcase their best selves.

We believe that in order for students to be successful, they must possess the socio-emotional skills to work collaboratively with others, show resilience to challenges, and demonstrate problem-solving skills. Through our classroom harmony circles and school-wide focus on community buildling, we work to strengthen students' socio-emotional skills and empower them to be future leaders in our community.

We know that we can better take on this mission with the support of our community and family members. We encourage you to get involved in our school and find out how you can support Mitchell Community School. We are a community of learners with a commitment to lifelong learning, and we welcome you into our Mitchell Community.

Principal's Comment

Contact

Mitchell Community Elementary
16821 West Goodvale St.
Canyon Country, CA 91387-1714

Phone: 661-252-9110

E-mail: mdacumos@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Mitchell Community Elementary
Street	16821 West Goodvale St.
City, State, Zip	Canyon Country, Ca, 91387-1714
Phone Number	661-252-9110
Principal	Marie Dacumos, Principal
E-mail Address	mdacumos@sssd.k12.ca.us
County-District-School (CDS) Code	19650456066807

Last updated: 12/5/2018

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

The mission of Mitchell Community School is to "Empower students to become responsible citizens in a global society." We strive to achieve this mission by providing students with a safe, nurturing, and positive learning environment where all students will learn and achieve their maximum potential. All students will meet rigorous state standards, become physically fit, and feel a personal connection to the school. Students understand the importance of accepting others and being responsible members of our culturally diverse society. Strong character and personal integrity are cultivated through adult and peer role models. We prepare our students to be lifelong learners, leaders of the future, and productive contributing members of our world. Mitchell Community takes pride in the reality that, working together, we can succeed and make a difference.

GOALS

- Staff and students alike believe that all students will learn and achieve their maximum potential. Students display confidence in their strengths and have a positive self image.

- We demonstrate high expectations for student achievement and behavior.

- We provide a safe and secure place to be, and have a sense of pride in our school.

- Students develop an appreciation of everyone's uniqueness and the commonalities we all share. Uniqueness is accepted with compassion.

- Students work cooperatively with all others.

- Students appreciate American democratic ideals and our constitutional heritage. Students develop a connection to our community, our nation, and our world.

- Students are proficient in understanding of reading, writing, math, and problem-solving. Students can apply information in a practical manner.

- Students accept responsibility for themselves and their actions.

- Technology is utilized as a tool for learning, communication, and production of outcomes.

Last updated: 1/15/2019

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

Grade Level	Number of Students
Kindergarten	109
Grade 1	97
Grade 2	80
Grade 3	96
Grade 4	94
Grade 5	87
Grade 6	91
Total Enrollment	654
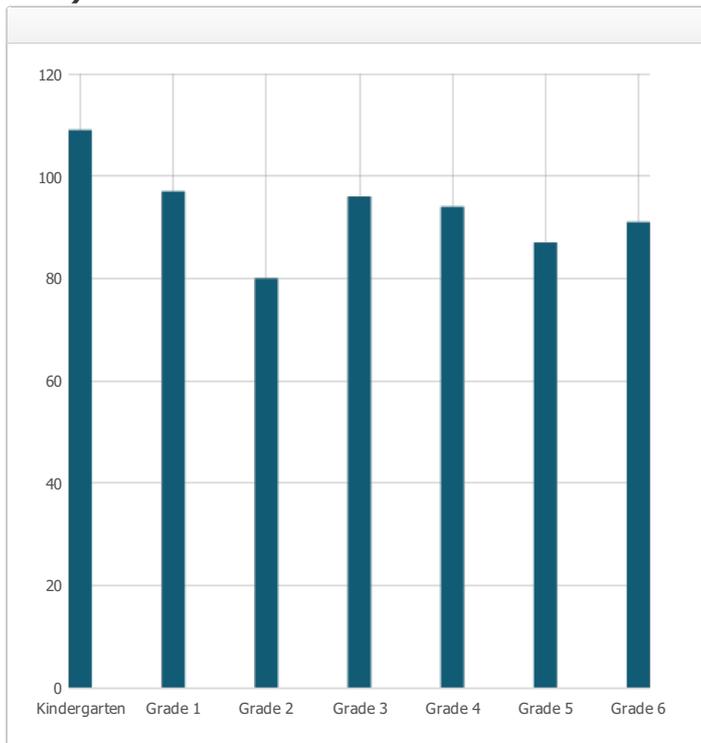
Last updated: 12/5/2018

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

| Student Group	Percent of Total Enrollment
Black or African American	6.1 %
American Indian or Alaska Native	0.3 %
Asian	2.1 %
Filipino	2.9 %
Hispanic or Latino	55.0 %
Native Hawaiian or Pacific Islander	%
White	27.5 %
Two or More Races	6.0 %
Other	0.1 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	56.7 %
English Learners	16.2 %
Students with Disabilities	11.9 %
Foster Youth	0.8 %

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	27	29	27	246
Without Full Credential	0	0	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
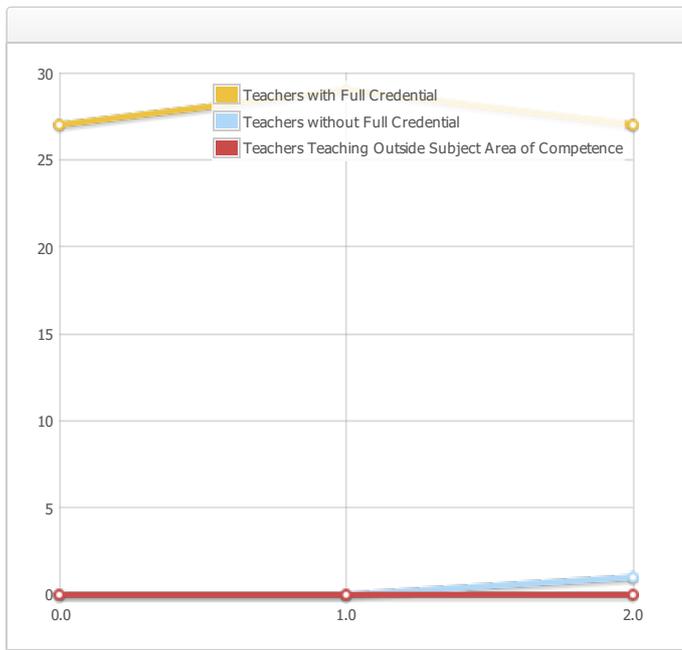
Last updated: 1/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			
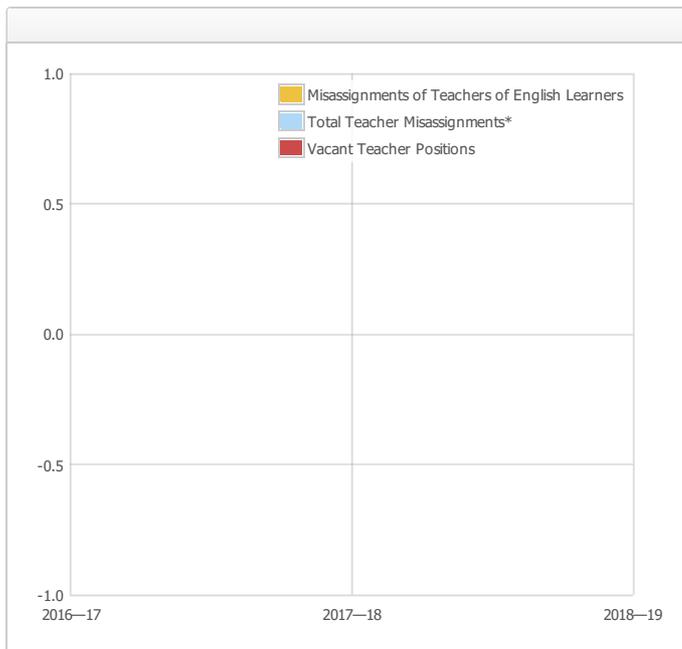
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/5/2018

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

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	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

Oveall, site is in very good condition. During a recent inspection, site met a rating of "Good," indicating that the school is maintained in good repair with a number of non-critical deficiencies noted. These deficiences are isolated, and or resulting from minor wear and tear, and/or are in the process of being mitigated.

Needed repairs include one leaking toilet and sink. Other minor repairs include replacing stained tiles light bulbs and ballast, and adjusting drinking fountains.

Last updated: 12/5/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Leaking toilet and sink
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good

Last updated: 12/5/2018

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)	58.0%	58.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	49.0%	45.0%	49.0%	50.0%	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: 1/2/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	386	385	99.74%	57.92%
Male	200	199	99.50%	48.24%
Female	186	186	100.00%	68.28%
Black or African American	25	25	100.00%	56.00%
American Indian or Alaska Native				
Asian	14	14	100.00%	64.29%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	201	201	100.00%	48.26%
Native Hawaiian or Pacific Islander				
White	109	108	99.08%	66.67%
Two or More Races	25	25	100.00%	84.00%
Socioeconomically Disadvantaged	216	215	99.54%	52.56%
English Learners	84	83	98.81%	43.37%
Students with Disabilities	48	48	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: 1/2/2019

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	386	386	100.00%	45.08%
Male	200	200	100.00%	41.00%
Female	186	186	100.00%	49.46%
Black or African American	25	25	100.00%	40.00%
American Indian or Alaska Native				
Asian	14	14	100.00%	57.14%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	201	201	100.00%	34.33%
Native Hawaiian or Pacific Islander				
White	109	109	100.00%	54.13%
Two or More Races	25	25	100.00%	72.00%
Socioeconomically Disadvantaged	216	216	100.00%	37.50%
English Learners	84	84	100.00%	28.57%
Students with Disabilities	48	48	100.00%	2.08%
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: 1/2/2019

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

Subject	School 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: 1/2/2019

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	20.2%	25.8%	25.8%

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: 1/2/2019

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)

As a Title I school, Mitchell hosts an annual parent meeting to notify parents about our status as a Title I school. During that meeting, parents are given the school/home compact, which outlines how all share responsiblity for student achievement. Many parents support Mitchell School's PTA and have volunteered numerous hours in the classrooms. Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend District Board Meetings hosted at Mitchell, attend Mitchell School's monthly awards assemblies, and actively participate in parent conferences.

Our Site Council and ELAC (English Learner Advisory Committee) also have input into the Single Plan for Student Achievement.

Parents are encouraged to become involved in daily activities on site or in overall school events. Before the academic year begins, the Parent Teacher Association holds a welcome event on the school campus to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA. On the first day of school, parents are invited to a welcome and volunteer orientation in the MPR. During this session, parents are informed of different ways to get involved, as well all school wide events.

Additionally, each classroom has a room parent, who assists in coordinating class activities and informs parents of upcoming events.

Parents are encouraged to attend the monthly PTA meetings, as well the annual Back to School Night, Parent Conferences, and Open House. Throughout the year, Mitchell also hosts various parent nights (Technology Night, Math Night, STEAM Expo), to provide families with information related to the instructional program.

Every Monday, the Principal sends a weekly phone message and email in English and Spanish informing families of current announcements and events. Students also receive a Friday Folder, with current announcements and information in English and Spanish.

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

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	0.6%	1.0%	1.3%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
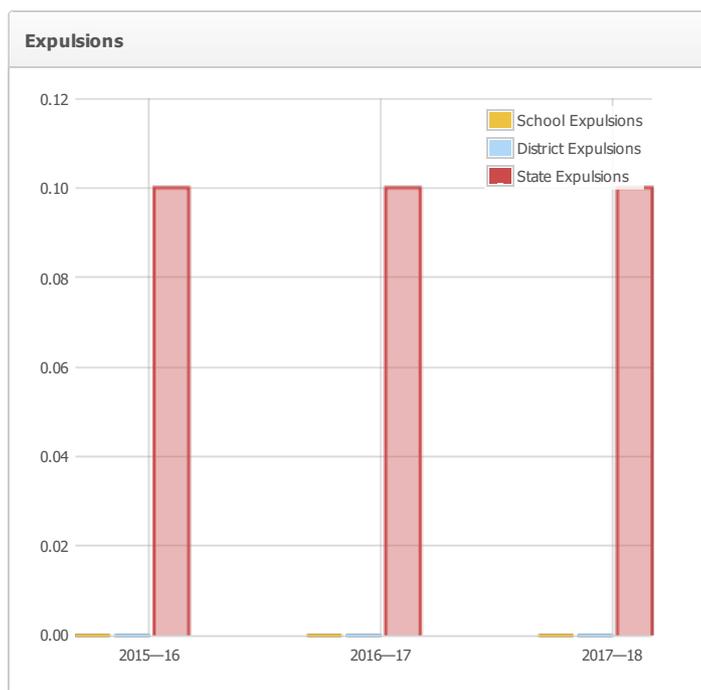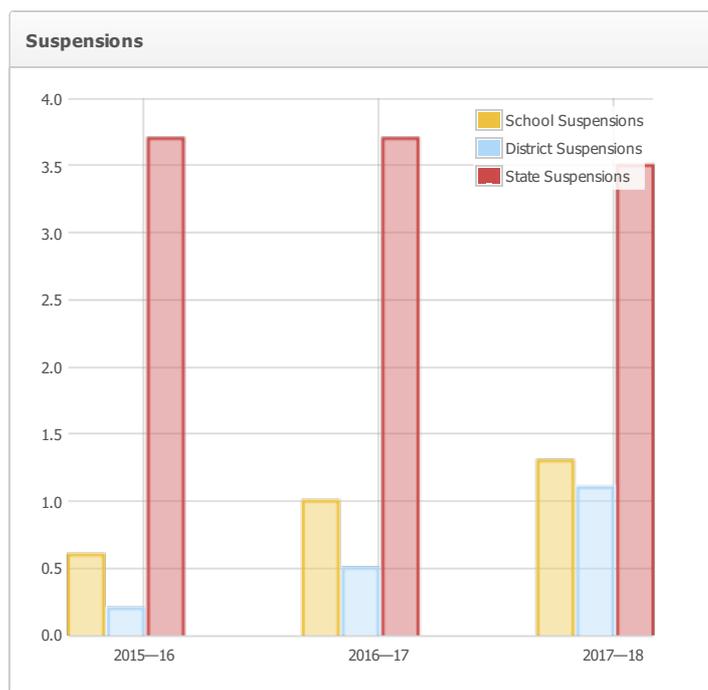
School Safety Plan (School Year 2018—19)

Safety is a priority at Mitchell Community School. Key elements of the plan include the following:

- Gates are installed around the campus to prevent outside individuals from entering the campus. All visitors must enter through the Main Office.

- School uses a computerized system to check visitors on Megan's Law Database; visitors are required to wear a Visitor's Badge

- All Volunteers must attend a Volunteer Orientation to ensure awareness of school and District volunteer procedures

- Office referrals are minimal and Assistant Principal provides support addressing student discipline,

- All certificated and classified staff has participated in Active Shooter Training

- Evacuation, earthquake and lock down drills are conducted once per month,

- Classroom doors are locked at all times during the school day,

- The front office has an efficient system for parents picking up students during the school day, including ensuring that individuals maintain proper identification

- All classrooms have telephones and each building has walkie talkes to radio for assistance

- The principal, custodian, and/or District Facilities Office conduct monthly safety inspections

- All staff members are trained in the areas of child abuse and internet safety

All employees are trained on the Comprehensive School Safety Plan and the School Site Council regularly discusses safety and security procedures and makes revisions, as needed.

Key Dates in adopting the Comprehensive School Safety Plan:

Review of plan with staff - January 2019

Review of plan with School Site Council - January 2019

Public Hearing to Review Plan - February 2019

Mid-Year Review of Plan with Leadership Team and School Site Council - February 2019

Final revision and approval of plan - March, 2019

Last updated: 1/2/2019

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	26.0		4	
1	21.0		4	
2	25.0		3	
3	21.0	1	3	
4	31.0		1	2
5	33.0		1	1
6	30.0	1		3
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	21.0	2	3	
1	25.0		3	
2	26.0		3	
3	21.0	1	4	
4	30.0		1	1
5	31.0		2	1
6	28.0	1	2	1
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0	1	4	
1	23.0	1	3	
2	25.0		3	
3	21.0	1	4	
4	31.0		3	
5	27.0		3	
6	28.0		3	
Other**	14.0	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.

Last updated: 1/2/2019

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	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	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/4/2019

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	$6512.1	$1353.6	$5158.5	$77648.5
District	N/A	N/A	$5062.9	$74685.0
Percent Difference – School Site and District	N/A	N/A	1.9%	4.0%
State	N/A	N/A	$6574.0	$80910.0
Percent Difference – School Site and State	N/A	N/A	22.0%	-4.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017—18)

Services provided through Title I and Supplemental funding include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math, Fontas and Pinnell researched based interventions and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$50,084
Mid-Range Teacher Salary	$66,876	$80,256
Highest Teacher Salary	$88,426	$100,154
Average Principal Salary (Elementary)	$110,251	$125,899
Average Principal Salary (Middle)	$	$130,255
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$180,000	$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
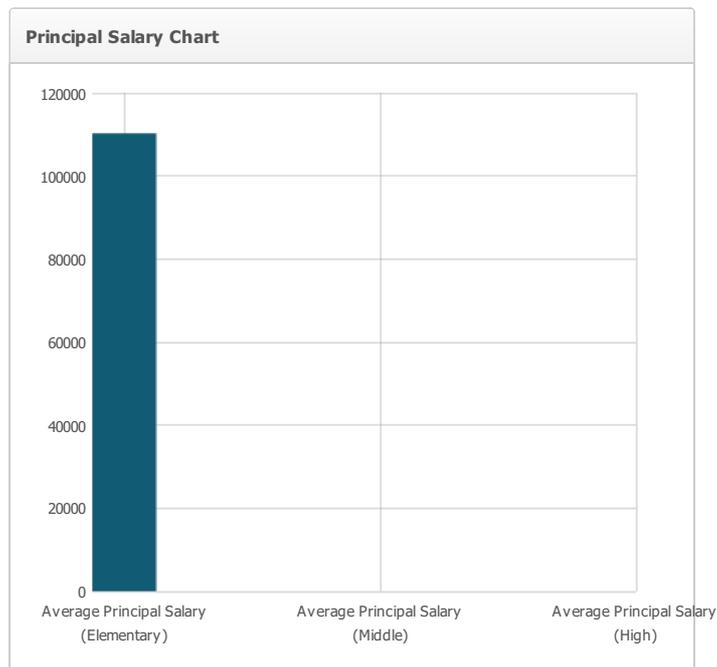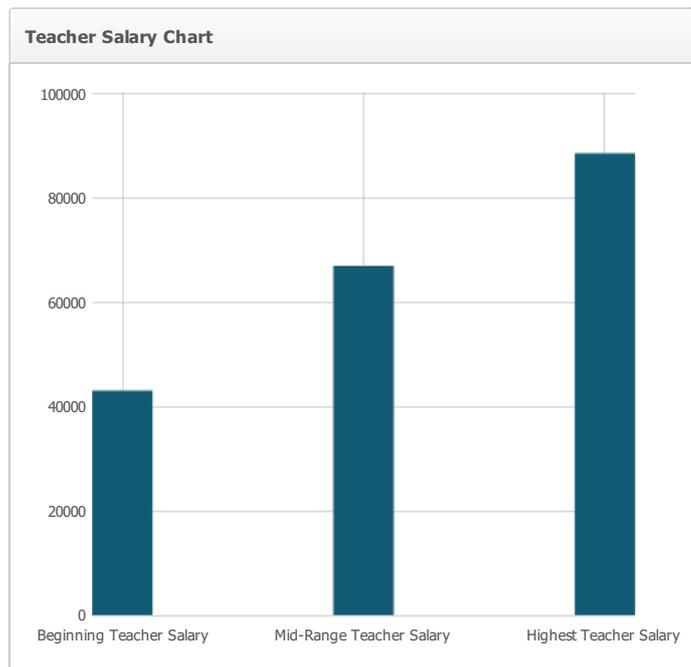
Last updated: 1/2/2019

Professional Development

Professional Development for the past few years has focused on the California State Standards for English-Language Arts and Math. Teachers attend staff development meetings twice a month on Tuesdays which focus on specific instructional content. Additionally, teachers meet in weekly grade-level meetings to analyze data and plan for instruction. Data analysis includes examination of CAASPP Data, EL Data, District Benchmark Assessments, unit assessments, and student work samples. Data is disaggregated by subgroup and teachers participate in action research to determine how best to meet specific student needs.

The Principal participates in instructional walk-throughs on a daily basis to observe instruction and provide coaching feedback. Teachers have an individual check-in with the Principal every four weeks to discuss classroom needs, student performance and support. Teachers meet in grade-levels every other week to collaborate and strengthen collective efficacy.

Each month, the Principal meets with the school-wide leadership team, which consists of grade-level leads, to examine classroom observation data and student achievement data. The Leadership Team then determines areas professional growth areas for the staff.

Additionally, the Principal meets bi-weekly with the other Principals of Sulphur Springs Union School District, as well as the District Office Adminsitrative Team (Instructional Services, Special Education, Personnel to determine other content for professional develompent.

At the District Level, teachers participate in 3 full Professional Development Days during Pupil Free Days. Teacher are also offered a variety of optional workshops.

Finally, throughout the year, teachers may attend various professional developments doing the regular school day. In these situations, a substitute is called on to implement instrucion.

Last updated: 12/5/2018