

# Golden Oak Community

## Mrs. Gayle G. Abril

Principal, Golden Oak Community

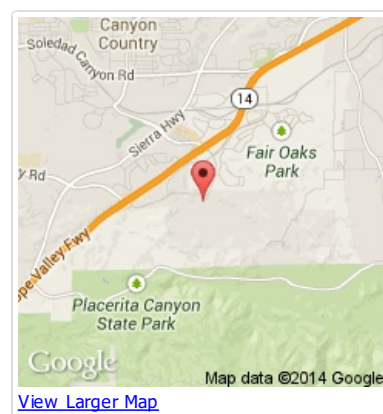
### About Our School

Welcome to Golden Oak Community School where learning is our focus and where we are dedicated to school spirit.

### Contact

25201 Via Princessa  
Santa Clarita, CA  
91321

Phone: 661-251-8929  
E-mail: [gabril@sssd.k12.ca.us](mailto:gabril@sssd.k12.ca.us)



[View Larger Map](#)

## Data and Access

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.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	Golden Oak Community
<b>Street</b>	25201 Via Princessa
<b>City, State, Zip</b>	Santa Clarita, Ca, 91321
<b>Phone Number</b>	661-251-8929
<b>Principal</b>	Mrs. Gayle G. Abril
<b>E-mail Address</b>	<a href="mailto:gabril@sssd.k12.ca.us">gabril@sssd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19650450116616

District	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Superintendent First Name</b>	Robert
<b>Superintendent Last Name</b>	Nolet
<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>

*Last updated: 1/30/2014*

### School Description and Mission Statement (School Year 2012-13)

Opening its doors in August of 2008, Golden Oak Community School is the newest addition to the Sulphur Springs Union School District. Nestled in what will be the Golden Valley development, Golden Oak is the result of a partnership with developer, Pardee Homes, and the District. Golden Oak was built to house 500 students with a current enrollment of 512 students who were pulled from Fair Oaks Ranch and Valley View Community Schools. Our typical student comes from a single family home. Approximately 18% of the student population participates in the Free & Reduced Lunch Program and 13% of our students have a first language that is other than English. Golden Oak is proud of the state of the art technology present in all classrooms which includes the Computer and Science Labs. Each class is a "Smart Classroom" which includes an interactive white board called a Smart Board, digital doc camera and a sound enhancement system. Currently, we are in the process of adding iPad technology into our classrooms. All of this allows for instant access and information through the internet and keeps students actively engaged in learning. In 2013, Golden Oak again came in first in the District when it came to the California State Testing, achieving an Academic Performance Index of 910. We contribute our continued success to following a Professional Learning Community model. Our vision and mission is to deliver a challenging curriculum that is based on the California State Standards. Instruction is guided by grade level common assessments identifying the current level of student learning. Grade level teachers collaboratively plan lessons to meet the individual student needs. The effective use of a wide range of teaching strategies and a variety of high quality, readily available materials and highly qualified teachers bring the curriculum to life. Currently, there are 19 regular education teachers of Kindergarten through Sixth Grades. Student learning is supported by a 40% Speech and Language Specialist, a 60% Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a full time Librarian, a part time Computer Lab Specialist and two part time Instructional Assistants. To provide a strong foundation to our youngest students, Golden Oak School provides a Full Day Kindergarten Program. The Kindergarten class size is 22 students. This program was first piloted here and when found to be highly successful, it was adopted by all of the other schools in our district. Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. There is a strong partnership between school personnel and the PTA. We share a common goal of inspiring students to be their personal best. During our first year, we created school traditions to follow for the years to come. We value each event and feel very fortunate to be a part of the "Little School With A Big Heart".

*Last updated: 12/9/2013*

### Opportunities for Parental Involvement (School Year 2012-13)

Parent support and involvement is a hallmark of Golden Oak School along with the Sulphur Springs Union School District. Our commitment to community involvement is demonstrated by providing a variety of access avenues. The Golden Oak PTA is our largest parent organization. The PTA plans and sponsors many school events: Fall Festival, Family Dances, Holiday Boutique, Red Ribbon Week, and Ice Cream Socials just to name a few. Our School Site Council provides elected parent representatives to give input on our School Plan, School Budget and School Safety Plan. Golden Oak is rich with parent volunteers who can be found daily in the office, library, and classrooms.



## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or the CMA with accommodations.

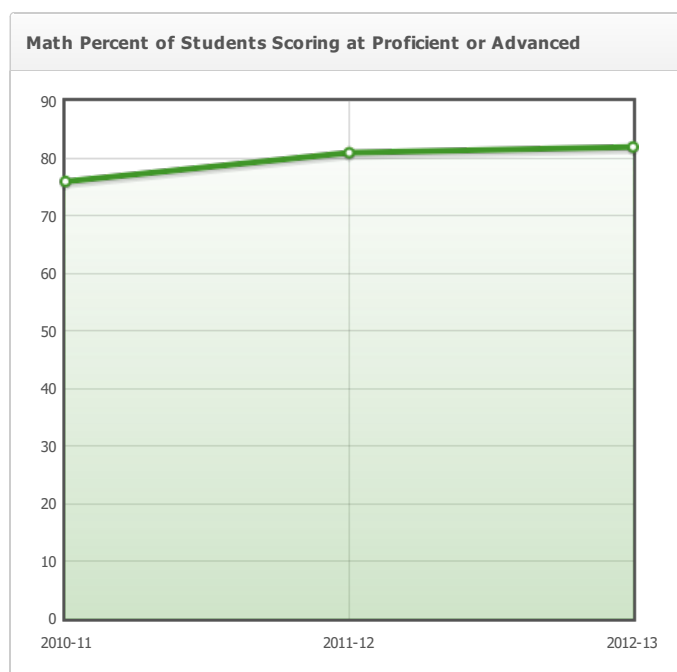
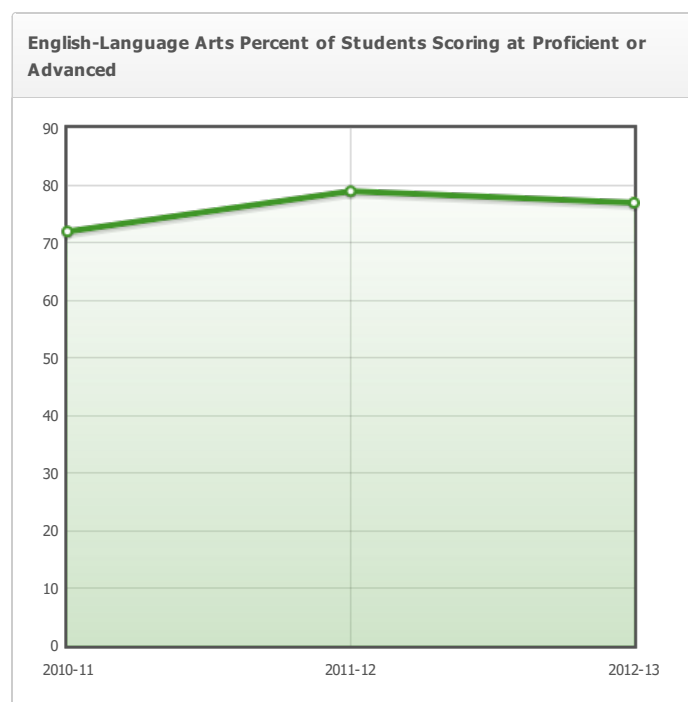
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

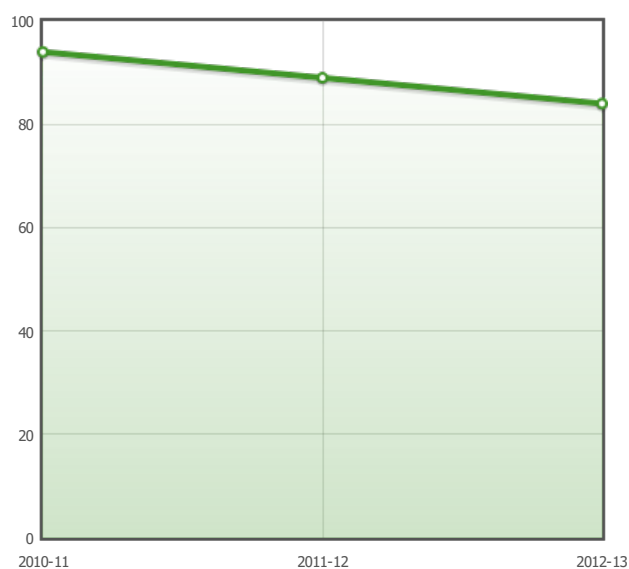
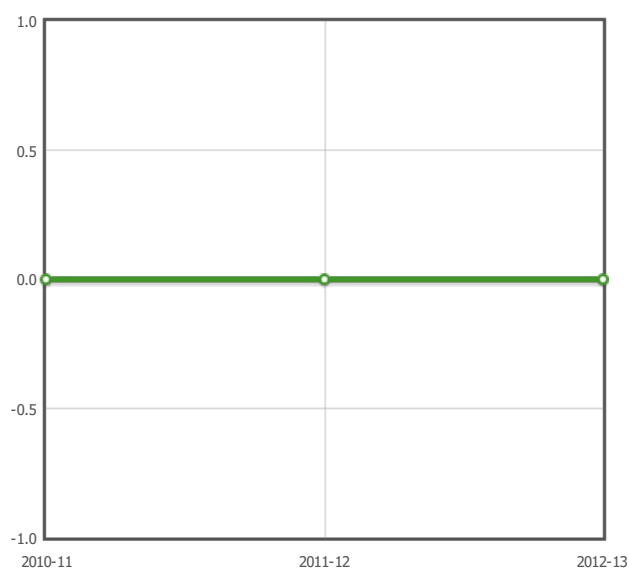
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

### 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	72%	79%	77%	62%	65%	65%	54%	56%	55%
Mathematics	76%	81%	82%	64%	65%	67%	49%	50%	50%
Science	94%	89%	84%	72%	73%	65%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

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.



**Science Percent of Students Scoring at Proficient or Advanced****History Percent of Students Scoring at Proficient or Advanced**

Last updated: 11/27/2013

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	67%	65%	N/A
All Students at the School	77%	82%	84%	N/A
Male	73%	81%	80%	N/A
Female	82%	85%	89%	N/A
Black or African American	61%	65%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	92%	92%	N/A	N/A
Filipino	83%	92%	N/A	N/A
Hispanic or Latino	68%	73%	91%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	81%	88%	75%	N/A
Two or More Races	88%	94%	N/A	N/A
Socioeconomically Disadvantaged	63%	72%	73%	N/A
English Learners	56%	63%	N/A	N/A
Students with Disabilities	52%	61%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 12/10/2013

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	9
Similar Schools	7	6	5

*Last updated: 11/27/2013*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	-16	21	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	13	1
Native Hawaiian or Pacific Islander			
White	-22	27	3
Two or More Races			
Socioeconomically Disadvantaged			0
English Learners			4
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: 11/27/2013*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	340	911	3,847	847	4,655,989	790
Black or African American	21	843	269	810	296,463	708
American Indian or Alaska Native	0		13	857	30,394	743
Asian	30	977	183	942	406,527	906
Filipino	13	934	80	917	121,054	867
Hispanic or Latino	108	876	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	2		18	882	25,351	774
White	152	923	1,346	890	1,200,127	853
Two or More Races	14	967	211	907	125,025	824
Socioeconomically Disadvantaged	66	868	1,813	793	2,774,640	743
English Learners	60	876	1,144	792	1,482,316	721
Students with Disabilities	32	794	454	708	527,476	615

*Last updated: 11/27/2013*

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

*Last updated: 11/27/2013*



## Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.4%

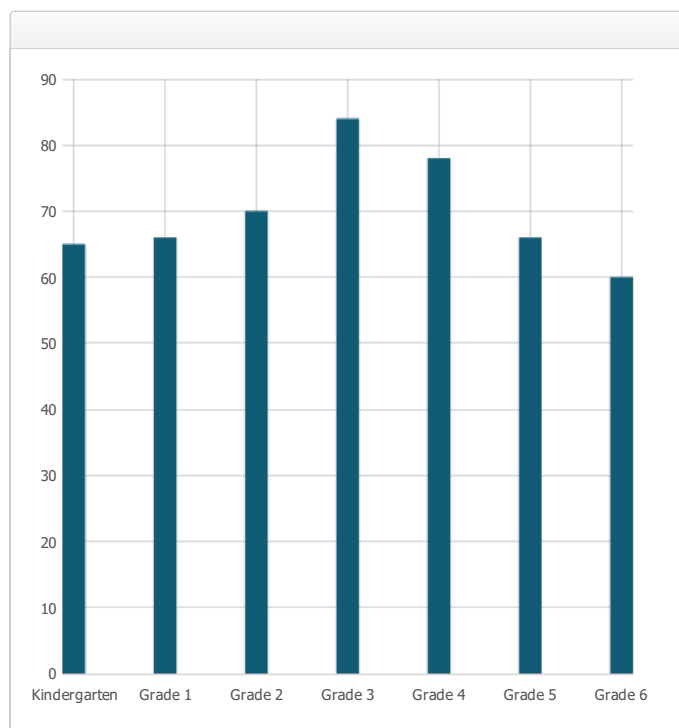
Note: Cells shaded in black or with N/A values do not require data.

*Last updated: 11/27/2013*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

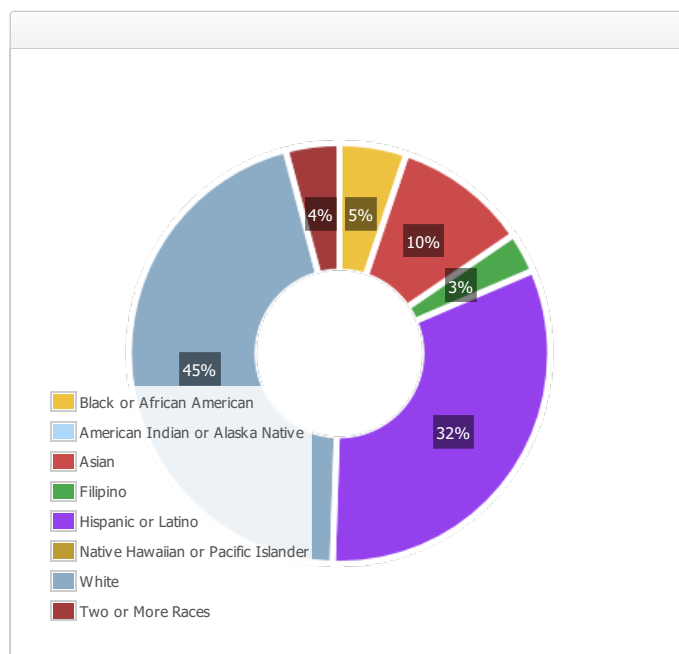
Grade Level	Number of Students
Kindergarten	65
Grade 1	66
Grade 2	70
Grade 3	84
Grade 4	78
Grade 5	66
Grade 6	60
Total Enrollment	489



Last updated: 11/27/2013

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.0
Asian	10.2
Filipino	3.9
Hispanic or Latino	31.9
Native Hawaiian or Pacific Islander	0.4
White	44.0
Two or More Races	4.3
Socioeconomically Disadvantaged	17.6
English Learners	16.2
Students with Disabilities	7.2



Last updated: 11/27/2013

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

2010-11					2011-12					2012-13			
Grade Level	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	22.0	3			1.0	6			22.0		3		
1	21.8	4			0.7	3			22.0		3		
2	29.3		3		0.3	3			23.0	1	2		
3	21.3	1	2		1.3	4			21.0	2	2		
4	22.5	2	2		0.7	3			26.0	1	2		
5	17.7	2	1		0.5	2			33.0			2	
6	23.5	1	1						30.0		2		
Other													

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

*Last updated: 11/27/2013*

## School Safety Plan (School Year 2012-13)

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

-School disaster procedures

-Guidelines to ensure a safe teaching and learning environment

-Guidelines to promote safe travel to and from school

-District and community resources for students and parents

-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

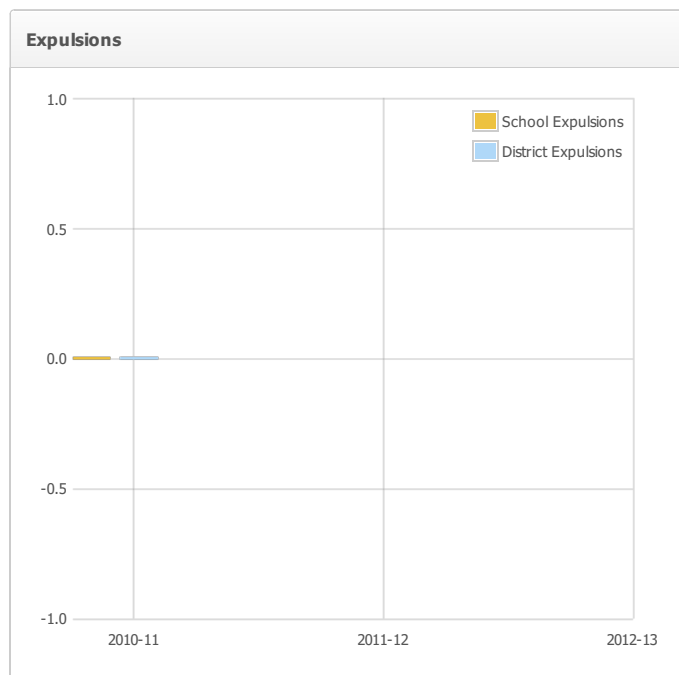
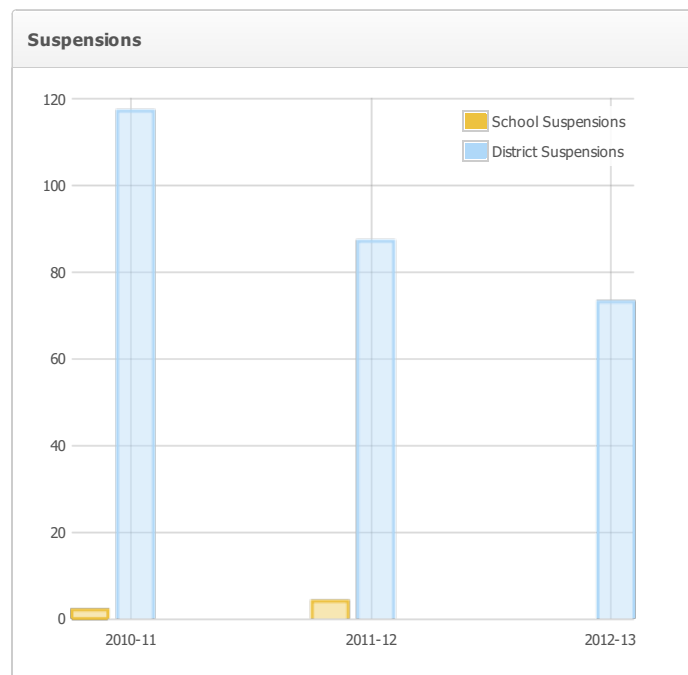
-Promoting positive behavior and character through school Discipline Policy based on Character Counts Program

*Last updated: 12/10/2013*

## Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	2.00	4.00		117.00	87.00	73.00
Expulsions						

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



*Last updated: 11/27/2013*

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

Golden Oak's construction was completed in the spring of 2008. The campus is comprised of three main buildings. The main building is a single story and houses the administrative offices and the multi-purpose room. The other two buildings are two story and house classrooms, the Library, Computer Lab and Science Lab. Golden Oak has both hard and green scape. There is a full soccer field along with a running track. A separated play area is provided for our kindergarten students. Supervision is provided twenty minutes before and twenty minutes after the instructional hours.

Our school continues to have that "Just built" look and feel. Our campus is well maintained and in very good condition. At this time there is not a need for any planned improvements.

*Last updated: 12/9/2013*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2012-13)

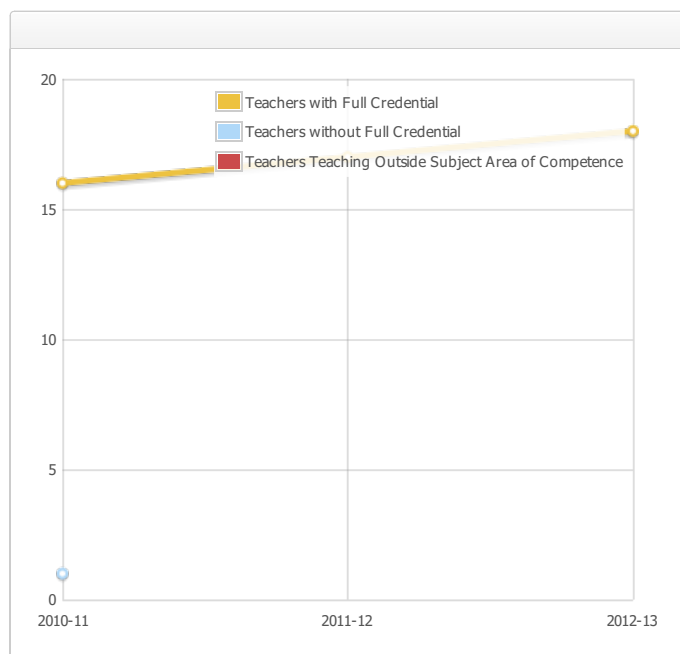
Overall Rating	Exemplary
----------------	-----------

*Last updated: 12/9/2013*

## Teachers

### Teacher Credentials

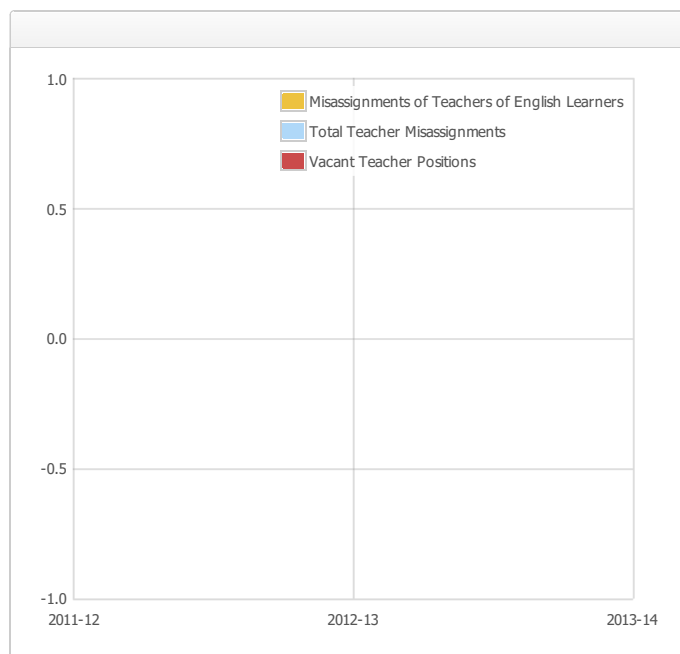
Teachers	School				District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	16	17	18	246	
Without Full Credential	1			2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					



Last updated: 11/27/2013

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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: 11/27/2013

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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: 11/27/2013*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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)	1.0	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

Note: Cells shaded in black or 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: 11/27/2013*



## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003)  ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Pearson enVision Math (K-6)	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2)  ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007)  ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

*Last updated: 1/30/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,193	\$280	\$4,913	\$81,303
District	N/A	N/A	\$8,252	\$76,105
Percent Difference – School Site and District	N/A	N/A	38.00%	6.00%
State	N/A	N/A	\$5,537	\$70,193
Percent Difference – School Site and State	N/A	N/A	7.00%	15.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/22/2014*

### Types of Services Funded (Fiscal Year 2012-13)

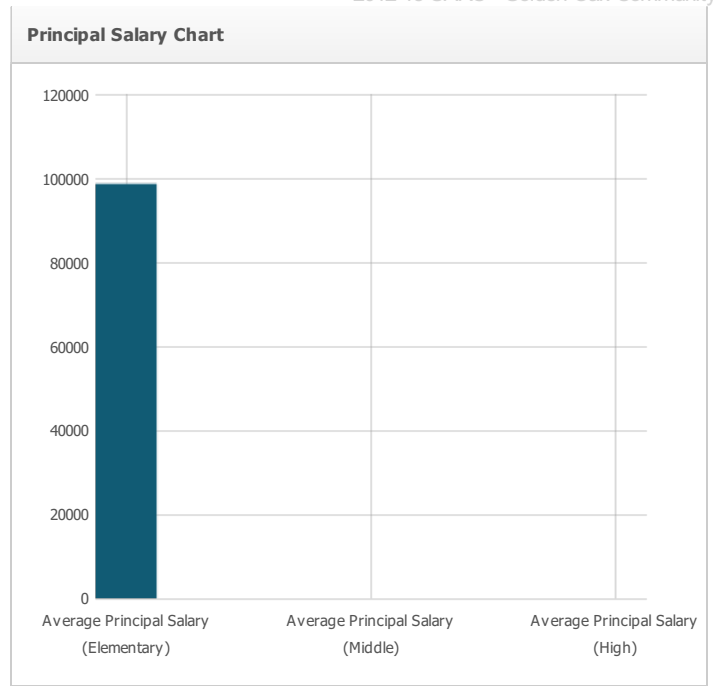
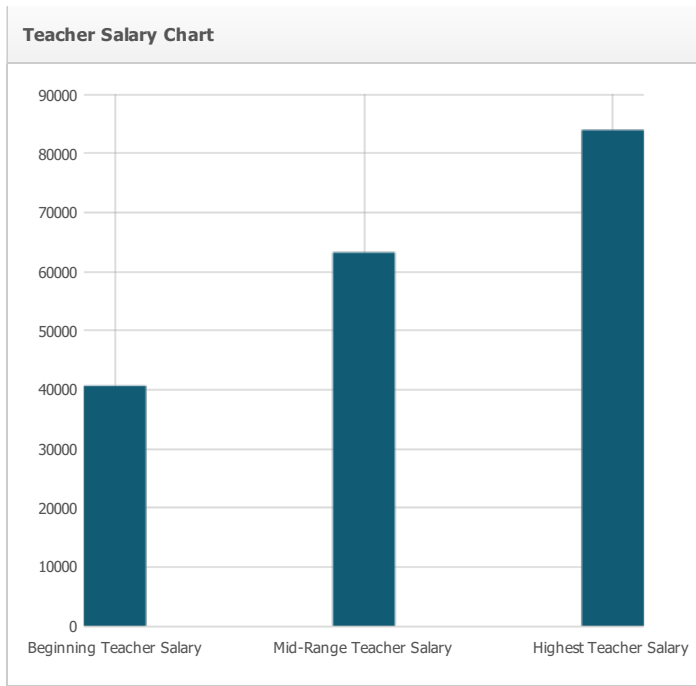
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

*Last updated: 1/22/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,634	\$41,451
Mid-Range Teacher Salary	\$63,210	\$67,655
Highest Teacher Salary	\$83,938	\$85,989
Average Principal Salary (Elementary)	\$98,651	\$108,589
Average Principal Salary (Middle)	\$00	\$111,643
Average Principal Salary (High)	\$00	\$110,257
Superintendent Salary	\$160,123	\$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/22/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

# Instructional Planning and Scheduling

## Professional Development

---

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2012-2013 school year, all teachers were provided with the opportunity to attend workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet student needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English Learners, assessment, science and diversity.

*Last updated: 1/22/2014*