

Leona H. Cox Community School

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

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Amanda Fischer, Principal

Principal, Leona H. Cox Community School

About Our School

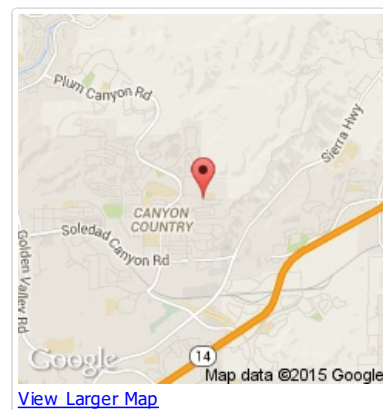
Leona Cox Community School is located in the suburban Santa Clarita Valley, forty miles northeast of Los Angeles. The multi-leveled campus nestled into a hillside vista is adjacent to rolling chaparral and residential homes. Our school is named in honor of Mrs. Leona H. Cox, former Sulphur Springs School Board Member and librarian, who worked tirelessly at the first district school, Sulphur Springs Community School founded in 1872.

**Spanish version of the School Accountability Report Card will be available at:
http://www.ssd.k12.ca.us/leonacox/annual_SARC_report_card/

Contact

18643 Oakmoor Street
Canyon Country, CA
91351-2936

Phone: 661-252-2100
E-mail: afischer@ssd.k12.ca.us



About This School

Contact Information - Most Recent Year

School	
School Name	Leona H. Cox Community School
Street	18643 Oakmoor Street
City, State, Zip	Canyon Country, Ca, 91351-2936
Phone Number	661-252-2100
Principal	Amanda Fischer, Principal
E-mail Address	afischer@sssd.k12.ca.us
Web Site	http://leonacox.sssd.k12.ca.us/pages/LeonaCox
County-District-School (CDS) Code	19650456022883

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Catherine
Superintendent Last Name	Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us

Last updated: 1/26/2015

School Description and Mission Statement (Most Recent Year)

Leona Cox Community School is celebrating 50 years of excellence in education this year. Leona Cox opened to students in September 1964. The school is located in Santa Clarita, a suburban community forty miles northeast of Los Angeles. Our school is named in honor of Mrs. Leona H. Cox, former Sulphur Springs School Board member and librarian, who worked tirelessly at the first district school founded in 1872.

The multi-leveled campus nestled into a hillside vista adjacent to rolling chaparral and residential homes serves approximately 600 students in preschool through sixth grade. Leona Cox serves over 520 students in nineteen regular education classes. In addition to the regular education program, there are seven Special Day Classes servicing 80 communicatively impaired students in grades Preschool through Kindergarten. The academic support staff includes three Speech and Language Specialists, a Resource Teacher, two School Psychologists, an Adaptive P.E. Teacher, as well as Occupational Therapy and Physical Therapy services. In addition, we have a private preschool on campus that works in conjunction with our staff to integrate our Special Education preschoolers into a regular preschool setting. Art specialists teach visual and performing arts to the students.

Leona Cox serves a community that is diverse in culture, ethnicity, and socio-economic status. Fifty-seven percent of the students live within the state identified poverty level. Fifty-eight percent of our students are Hispanic, twenty-seven percent are White, seven percent are African American, two percent are Asian and five percent of students are from other ethnic backgrounds. The school is linguistically diverse as well with thirty-two percent of students identified as English Learners.

Leona Cox has made significant gains over the last few years to improve the academic achievement of all students. We have especially seen tremendous growth in closing the achievement gap with our Hispanic subgroup. A large part of our success can be attributed to our Professional Learning Community model.

We, the Professional Learning Community at Leona Cox Elementary School:

BELIEVE that we will meet the learning needs of all students who will

ACHIEVE academic success in a caring, safe, supportive, learning environment, and

SUCCEED in reaching specific measurable and articulated goals while becoming citizens of good character.

In order to achieve our mission:

- There is a commitment to continuous improvement through the use of collaborative teams and data analysis
- All students have access to a rigorous and relevant standards based curriculum
- Systematic intervention is based on common, timely, effective assessment
- Appropriate strategies are used to support instruction based on individual needs
- All students are provided with an opportunity to use technology efficiently to develop critical thinking skills that apply to real life situations
- The diversity of the school community is embraced and valued
- Academic growth, success and citizenship are celebrated
- Respectful partnerships exist among staff, parents, students, and the community

Leona Cox Community School is fortunate to have a very dedicated and active PTA. It sponsors a variety of programs that benefit students and teachers in many ways. Some of the programs the PTA supports are disaster preparedness, assemblies, field trips, Reflections, Art programs, social events, food drives, creation of a yearbook, room representatives for each classroom, the Harvest Festival, Family Dance, and many other student-centered activities.

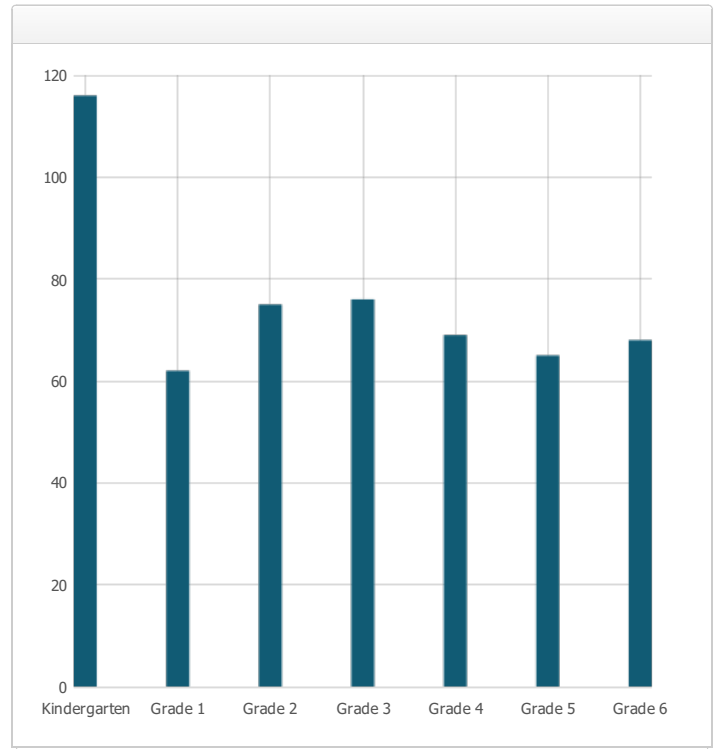
Leona Cox Community School is truly a living model of our school motto, "Believe –Achieve – Succeed!"

Spanish version of the SARC can be found at: http://leonacox.ssd.k12.ca.us/pages/LeonaCox/School_Info/Annual_SARC_Report_Card

Last updated: 1/28/2015

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

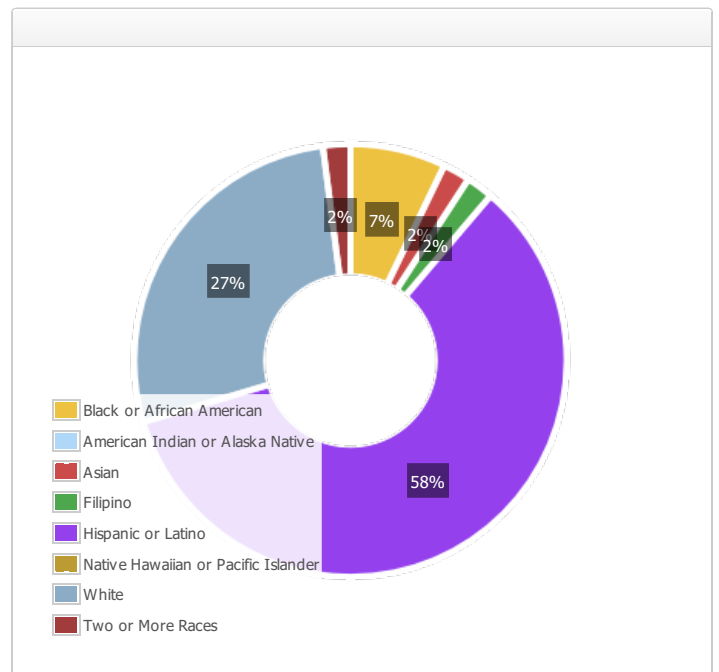
Grade Level	Number of Students
Kindergarten	116
Grade 1	62
Grade 2	75
Grade 3	76
Grade 4	69
Grade 5	65
Grade 6	68
Total Enrollment	531



Last updated: 1/1/2015

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

Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	2.3
Hispanic or Latino	58.0
Native Hawaiian or Pacific Islander	0.2
White	27.3
Two or More Races	2.3
Socioeconomically Disadvantaged	57.1
English Learners	31.6
Students with Disabilities	15.8



Last updated: 1/1/2015

A. Conditions of Learning

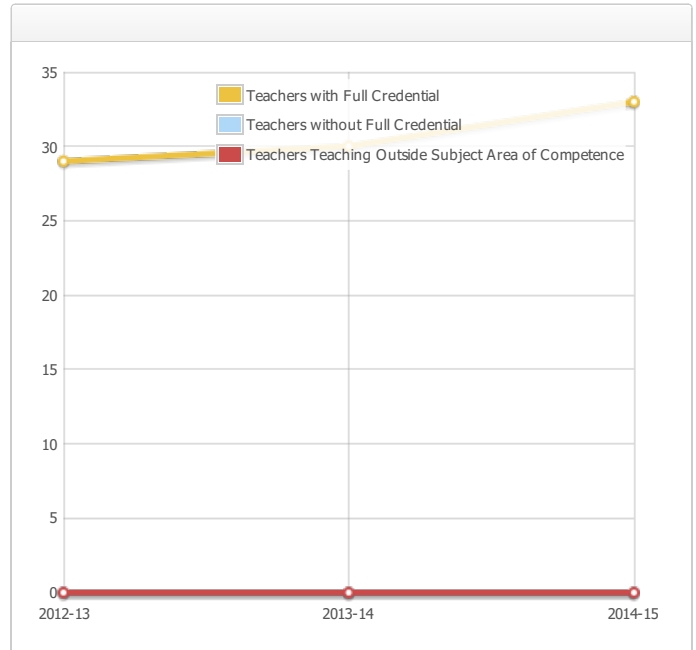
State Priority: Basic

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

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

Teacher Credentials

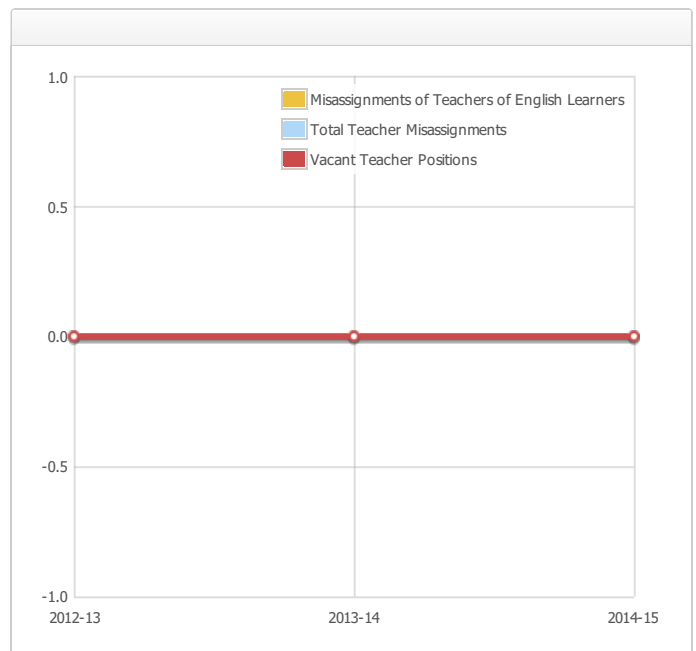
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	29	30	33	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/16/2015

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

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

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

Last updated: 1/16/2015

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	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	Math Expressions	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: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

District and community resources are used to keep facilities and campus in good repair. Daily each morning the school custodian completes safety checks. In addition, the school administration completes monthly inspections. Any safety, maintenance or custodial issue is handled in a timely manner. A site committee checks twice yearly the Indoor Air Quality in all rooms and a written report is submitted to the district.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
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 - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/16/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	72	60	90	73	65	76	60	59	60

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

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

Last updated: 1/16/2015

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	90
Male	89
Female	91
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	
White	100
Two or More Races	
Socioeconomically Disadvantaged	87
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

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

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

Last updated: 1/16/2015

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53%	56%	60%	62%	65%	65%	54%	56%	55%
Mathematics	56%	56%	62%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	5	5	6
Similar Schools	3	3	4

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

Last updated: 1/16/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-11	17	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	22	-1
Native Hawaiian or Pacific Islander			
White	-17	24	16
Two or More Races			
Socioeconomically Disadvantaged	-5	28	-2
English Learners	25	27	3
Students with Disabilities			

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

Last updated: 1/16/2015

State Priority: Other Pupil Outcomes

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

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

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

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5%	28.6%	33.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/16/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Leona Cox's staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Classroom teachers provide opportunities for parents to support the instructional program through presentations, working with small groups or individual students, or providing time to prepare materials. Parents can become involved in supporting the school by joining the PTA and participating in PTA sponsored events. Some of the annual events are the Fall Festival, Book Fairs, the Winter Family Breakfast, Parent/Student Dances, the Fine Arts Festival, and the Walk-a-thon. Parents are informed about their child's educational program and academic achievement at Back to School Night, Parent/Teacher Conferences, Parent Information Nights, and the Academic Fair. Student's character and academic successes are celebrated monthly at Spirit Awards Assemblies, monthly at Trimester Lunch celebrations, annually at the STAR Award Celebration, the 600 Club Awards, the Young Author's Fair, Estrella Awards and at the annual GATE Night. Our English Language Learner parents are encouraged to attend the English Learner Advisory Committee (ELAC), weekly Community Based English Tutoring (CBET) adult ESL classes, and parent nights. The Parent Involvement Policy and Leona Cox Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in the school office. Leona Cox is committed to ensuring that all parents are able to become involved in their children's education in meaningful ways. Spanish interpreters provide language interpretation of weekly phone announcements, meetings, and conferences. All documents are printed in both English and Spanish. We celebrate our parent involvement by keeping track of their attendance and recognizing their commitment at our Parent University Graduation Ceremony in June.

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

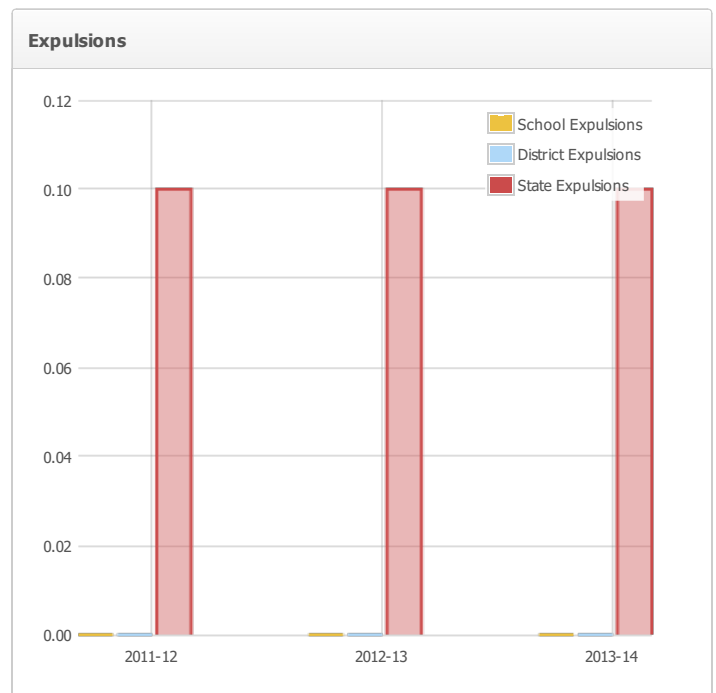
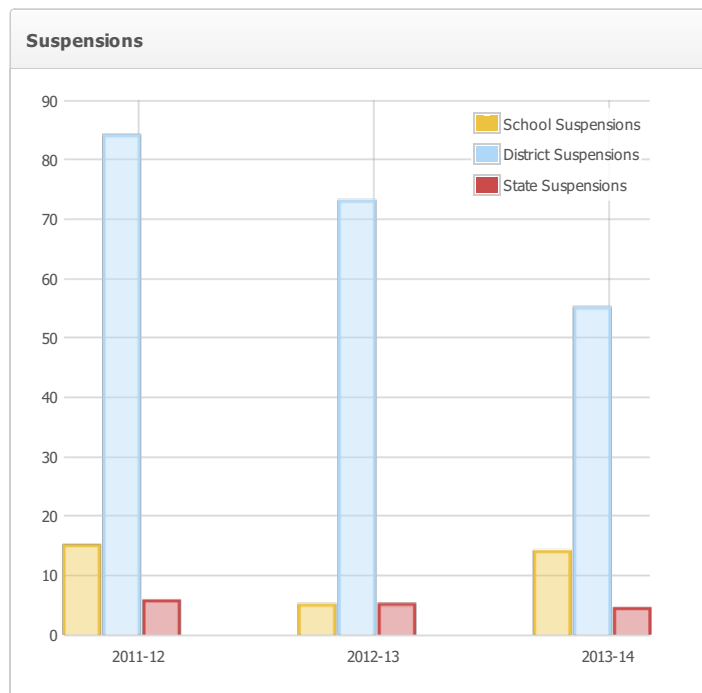
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.00	5.00	14.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/16/2015

School Safety Plan - Most Recent Year

School Safety Plan

Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm.

The Leona Cox School Safety Plan includes:

- School Handbook
- School disaster procedures
- Character Education
- Student Behavior Assemblies
- School Suspension Guidelines

- Annual Staff Harassment Training
- Safety Training Videos
- District/Community Resources For Students and Parents

Last updated: 1/28/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

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

Last updated: 1/16/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement *	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

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

Last updated: 1/16/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.8	5	1	0	14.0	5	2		15.0	4	4	
1	17.8	5	0	0	19.0	1	3		21.0	2	1	
2	18.4	2	3	0	20.0	2	2		25.0		3	
3	19.3	2	1	0	24.0	1	2		25.0		3	
4	21.7	1	2	0	34.0			2	23.0	1	2	
5	33.5	0	0	2	35.0			2	33.0		1	
6	31.0	0	1	1	33.0			2	34.0		2	
Other												

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

Last updated: 1/16/2015

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	3.0	N/A
Resource Specialist (non-teaching)	1.0	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: 1/16/2015

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,784	\$2,124	\$4,659	\$59,947
District	N/A	N/A	\$5,611	\$68,577
Percent Difference – School Site and District	N/A	N/A	17.00%	13.00%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	1.00%	15.00%

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

Last updated: 1/16/2015

Types of Services Funded (Fiscal Year 2013-14)

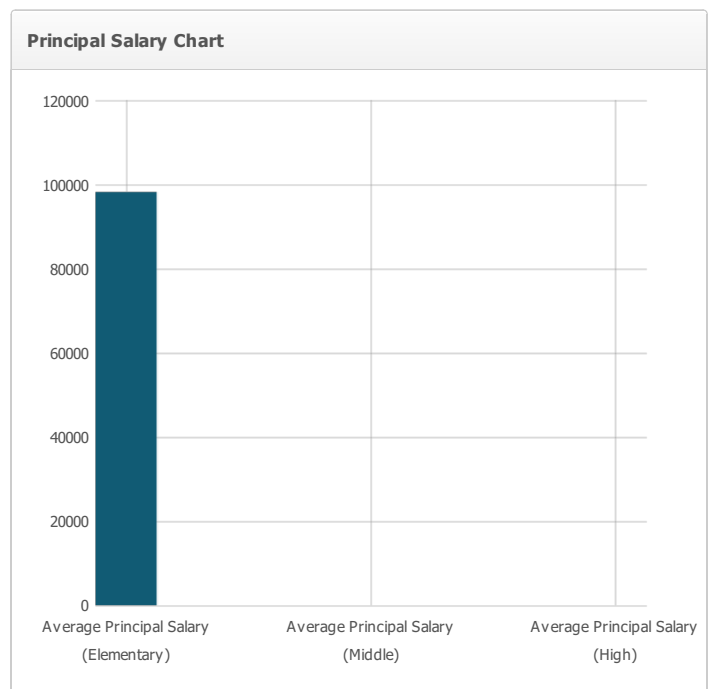
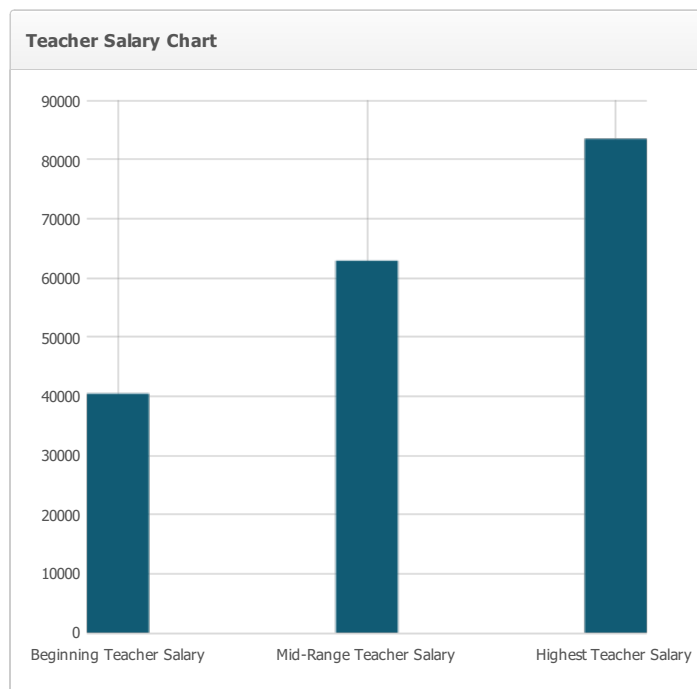
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE, low socioeconomic levels) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are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

Last updated: 1/28/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,411	\$41,507
Mid-Range Teacher Salary	\$62,862	\$67,890
Highest Teacher Salary	\$83,477	\$86,174
Average Principal Salary (Elementary)	\$98,174	\$109,131
Average Principal Salary (Middle)	\$0	\$111,937
Average Principal Salary (High)	\$0	\$109,837
Superintendent Salary	\$160,123	\$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/16/2015

Professional Development – Most Recent Three Years

All staff development in the district centers on the Board approved Local Education Agency Plan (LEAP) and SSSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the diagnostic data, new adoptions, and staff input. A major thrust has been on implementing and understanding the common core standards; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. During 2013-2014 all professional development opportunities will support the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, Common Core Implementation, and Technology Integration.

Both the district and the school site provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend bring back knowledge that is shared with teachers at the school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers.

District professional development will focus on the Common Core Standards implementation, the district will begin the transition by providing targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts year long planning and the importance of using manipulatives during math instruction, TK-6th grade. A committee of teachers and administrators will work throughout the year to provide direction in Common Core State Standards, best practices, resources, materials, and professional development.

Leona Cox's site based professional development supports two main goals; developing teacher capacity to use adopted curriculum and provide standards-based instruction, and supporting effective differentiated instruction for all ability levels across the curriculum.

This year's 2013-14 plan for Site Staff Development is as follows:

All staff development is planned on Professional Development Tuesdays and district Professional Development Days (three per school year) to limit teacher release days. Professional Development Tuesdays allow teacher collaboration in planning and delivering instruction, data analysis, and time for sharing more effective instruction and classroom management. Collaboration will utilize a PLC structure with a focus on student learning.

- Continued focus on Essential Standards/ Updating and Using Pacing Guides
- Data Analysis and ongoing monitoring of progress in ELA and Math
- Common Core Professional Development for ELA and Math
- Ongoing training and yearlong collaboration of ExCEL
- Continued Implementation and monitoring District Coherent Writing Program
- ELD Standards and Strategies (SELD, SADIE, GLAD)
- GLAD trainings
- Test Analysis and ongoing monitoring of progress in the areas of ELA & Math
- Technology Integration with Core Instruction
- Use of Software (STAR Reading & Math, Math Facts in a Flash, English in a Flash, Safari Montage and Computer Lab Use)
- Differentiated Training use of Icons, Thinking Maps, and Questioning Strategies.
- Diversity focused on Academic Vocabulary
- Arts Integration
- Safety: First Aide and CPR training

Last updated: 1/28/2015