

Canyon Springs Community Elementary

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.

Bev Farrell-Smith, Principal

Principal, Canyon Springs Community Elementary

About Our School

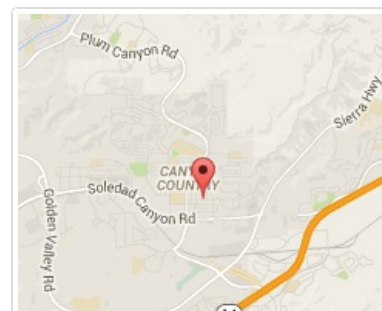
Welcome to Canyon Springs Community School's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents and the community with valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. We have made a commitment to create an extremely effective K-6 school that produces high levels of student achievement and is regarded for its contributions in actively serving the community. In order to develop our collective vision of an exemplary school we are involved in developing positive relationships with all stakeholders. We have created procedures to effectively monitor each student's achievement of core requirements. We will assist all students to achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles through systematic school-wide intervention and enrichment. Our students will be provided an inviting classroom environment with clear expectations, consistency, and specific articulated academic goals. We are proud of our achievements and welcome all stakeholders to support our efforts.

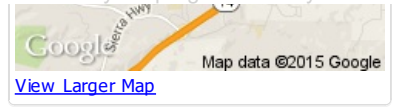
**Spanish version of the School Accountability Report Card will be available at:
http://canyonsprings.sssd.k12.ca.us/pages/CanyonSprings/School_Info/Annual_SARC_Report_Card

Contact

19059 Vicci St.
Canyon Country, CA
91351-3380

Phone: 661-252-4322
E-mail: bfarrell-smith@sssd.k12.ca.us





About This School

Contact Information - Most Recent Year

School	
School Name	Canyon Springs Community Elementary
Street	19059 Vicci St.
City, State, Zip	Canyon Country, Ca, 91351-3380
Phone Number	661-252-4322
Principal	Bev Farrell-Smith, Principal
E-mail Address	bfarrell-smith@sssd.k12.ca.us
Web Site	http://canyonsprings.sssd.k12.ca.us
County-District-School (CDS) Code	19650456022677

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: 1/28/2015

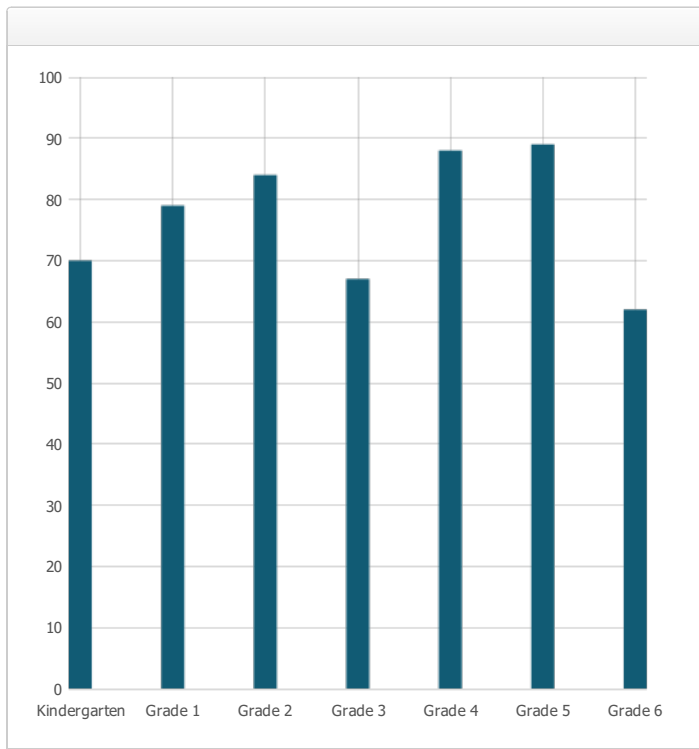
School Description and Mission Statement (Most Recent Year)

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades K -6 following a traditional calendar. At the beginning of the 2013 - 2014 school-year, 540 students were enrolled with 50% English Language Learners, 90% qualifying for free and reduced lunch, and a 13% Special Education population. The campus is located in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs achieved an API score of 828 during 2012 - 2013 and met all AYP criteria. Additionally, it was named an Honor Roll School during the 2013-2014 school year by California Business for Educational Excellence.

Canyon Springs staff and parents believe children are society's most valuable resource. At Canyon Springs School students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to have the opportunity to be leaders of a 21st century society built on communication and technology. Canyon Springs students are "Running on the Road to Success!"

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

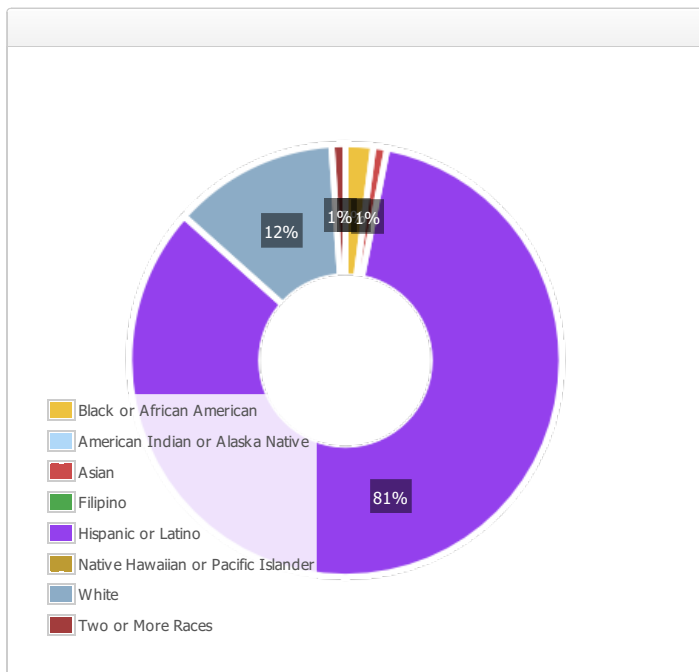
Grade Level	Number of Students
Kindergarten	70
Grade 1	79
Grade 2	84
Grade 3	67
Grade 4	88
Grade 5	89
Grade 6	62
Total Enrollment	540



Last updated: 1/27/2015

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

Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.6
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	0.0
White	12.4
Two or More Races	1.9
Socioeconomically Disadvantaged	90.0
English Learners	53.1
Students with Disabilities	15.9



Last updated: 1/27/2015

A. Conditions of Learning

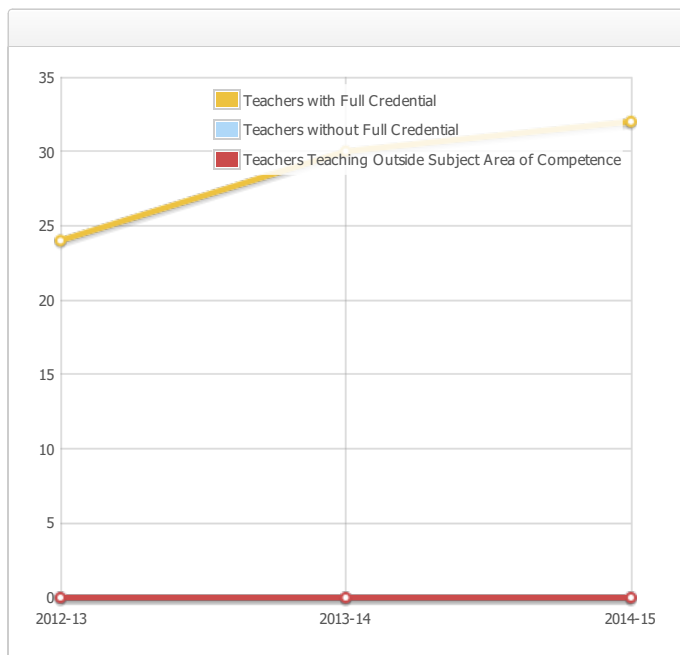
State Priority: Basic

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

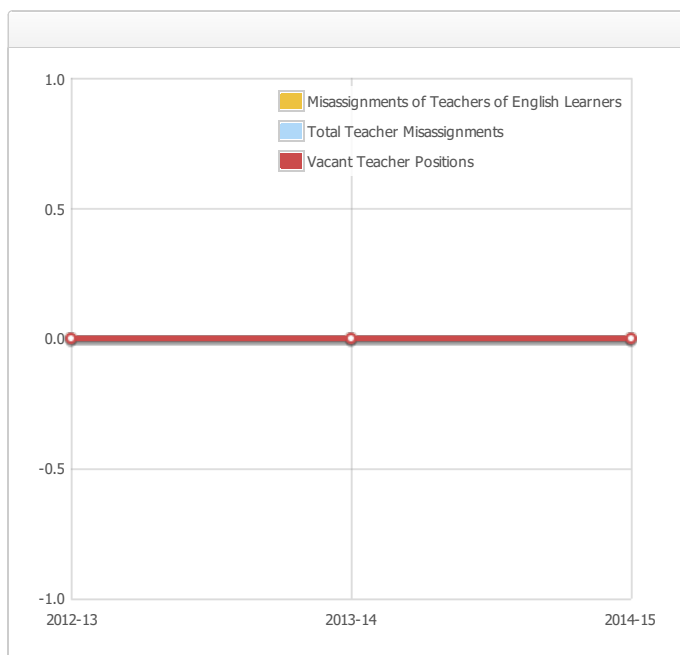
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	30	32	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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: 1/27/2015

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: 1/27/2015

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 (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: 1/16/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Canyon Springs takes great effort to ensure that our facilities are clean, safe, and functional. To support and monitor these efforts the District developed the Facility Cleanliness Report. The Facility Cleanliness Report is completed by school administrators on a monthly basis following a campus-wide inspection, and is submitted to the District Office for review. More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment is included below. School Facilities Canyon Springs Community School is situated on one block of a suburban neighborhood and includes the following features:

19 General Education Classrooms

5 Special Education classrooms

2 Intervention Classrooms

1 Library

1 Multipurpose Room

1 Computer Lab

1 Science Lab

3 Preschool Classrooms

1 Occupational Therapy Room

1 Audiology Office

5 Classroom for the ASES Program

1 Kindergarten Playground area with equipment and play structures

1 General Playground area with equipment and play structures

1 Field area with running track.

Cleaning Process and Schedule: The District has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to monitor cleaning schedules that ensure a clean and safe school for students, parents, and staff. During 2013-2014 Canyon Springs custodial staff included one 8-hour Senior/Day Custodian, One 8-hour evening custodian and one 4-hour Evening Custodian. Maintenance and Repair: School administrators and the custodial staff work with the District maintenance staff to ensure that the repairs necessary to keep the school in good 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. School Discipline Practices: All teachers, including specialists, have classroom rules and consequences posted in their classrooms. A system of progressive discipline is in place, and is fairly and consistently enforced. On the first day of school each year, a Student/Parent/Staff Handbook outlining school expectations and rules for safety and proper conduct is shared with students and given to parents. Prior to the first recess on the first day of school all students attend an assembly that outlines school, playground, and cafeteria standards that is supported by a Power Point slideshow. The three-way Home/School Compact is shared with students and sent home on the first day as well. Parents are requested to review the rules with their children and then sign and return them to the school. Students are supervised in the classroom, on the playground, in the cafeteria, and in the bus loading area. Teachers establish individual positive reward systems as an incentive for good behavior. In addition, Paw Prints, based on Canyon Springs' Character Counts discipline policy, are given to students to encourage positive and appropriate behavior. Students can purchase items from our student store on a monthly basis using their Paw Prints. Each morning students say the school's Bear Pledge, which encourages them to be responsible for their actions and show respect towards others. The Character Counts pillar of the month is shared during the monthly assemblies. Students are recognized during each assembly for exemplifying the character trait of focus for that month. Students acting in an unsafe or disruptive manner are issued a "Pink Slip," which is required to be signed by the parent and returned to school. Students who do not receive any "Pink Slips" for the month participate in the Bear Play Day (free recess) at the end of each month. Administrators are involved with severe or persistent student behavior problems and consistently communicate with all parents to ensure accountability and home/school support.

Deferred Maintenance and Modernization: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Planned Improvements for the 2013-14 school year include the following:

Update technology in all classrooms

Repair of ramps and lower skirting on portable classrooms, as needed

Concrete and asphalt grinding to remove cracks or level irregularities in height

Roof repair on 2 buildings

Fencing and gates added to the perimeter.

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)	56	39	49	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	51
Male	64
Female	34
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	47
English Learners	22
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	52%	51%	60%	62%	65%	65%	54%	56%	55%
Mathematics	55%	57%	68%	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	4	4	6
Similar Schools	4	7	9

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	27	16	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	27	21	34
Native Hawaiian or Pacific Islander			
White			44
Two or More Races			
Socioeconomically Disadvantaged	34	19	34
English Learners	36	17	38
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	11.4%	20.5%	37.5%
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

Canyon Springs' 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. Opportunities for parental involvement include: volunteering in the classroom, participating in a decision-making group, joining the school PTA or simply attending school events. School-to-home communication is provided in English and Spanish. Parents stay informed of upcoming events and school activities through a monthly school newsletter, monthly calendar, school website, school marquee, flyers, and weekly phone messages through our School Messenger system.

Opportunities to Volunteer • Classroom Helper • Office Helper • Event Planning Committees • School Site Council • English Learner Advisory Council • Parent Teacher Association (PTA) School Activities • Back to School Night • Open House • Parent Workshops • Student Performances • Fall Carnival • PTA Family Events • Talent Show • Parent Conferences • Monthly Awards Assemblies • Community Based English Tutoring (CBET) adult ESL classes • Parent/Family Information Nights • Sign Language classes • Family Math Night • Young Author's Event • GATE Night • Individual teacher or Principal conferences upon request.

The Parent Involvement Policy and Canyon Springs Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in each teacher's classroom. Canyon Springs is committed to ensuring that all parents are able to become involved in their child's education in meaningful ways.

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.

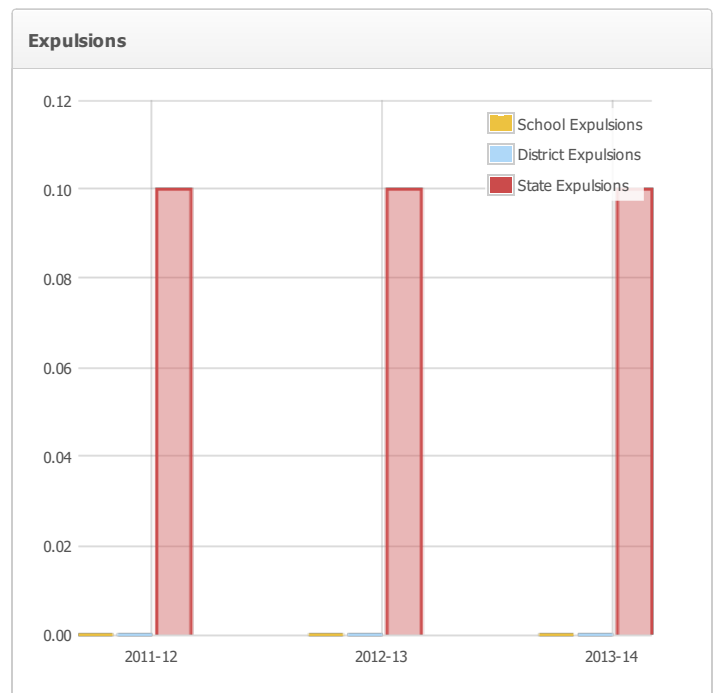
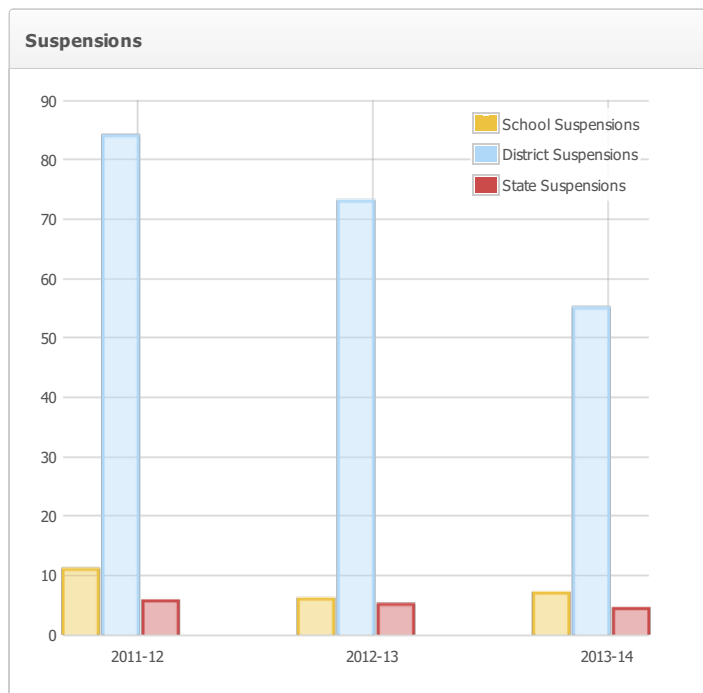
State Priority: School Climate

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	11.00	6.00	7.00	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

The Comprehensive School Site Safety Plan was developed for Canyon Springs Community School in collaboration with staff, local agencies and the district office. Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm. Components of this plan include school disaster procedures, guidelines to ensure a safe teaching and learning environment, school crisis situation procedures, district and community resources for students and parents, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, and 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.

The school's current school safety plan was reviewed, updated, and discussed with school staff members in December 2014.

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	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	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	2009-2010	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	19.3	4	0	0	20.0	1	2		17.0	2	2	
1	13.6	5	0	0	14.0	6			16.0	2	3	
2	26.8	0	4	0	14.0	3	2		17.0	2	3	
3	22.3	1	3	0	19.0	2	2		10.0	5	2	
4	21.0	2	2	0	12.0	4	3		17.0	3	2	
5	19.8	2	2	0	10.0	5	1		16.0	4	2	
6	24.5	1	3	0	17.0	3	1	1	12.0	4	1	
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	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	\$6,176	\$1,183	\$4,994	\$61,437
District	N/A	N/A	\$5,611	\$68,577
Percent Difference – School Site and District	N/A	N/A	11.00%	10.00%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	6.00%	13.00%

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

Last updated: 1/16/2015

Types of Services Funded (Fiscal Year 2013-14)

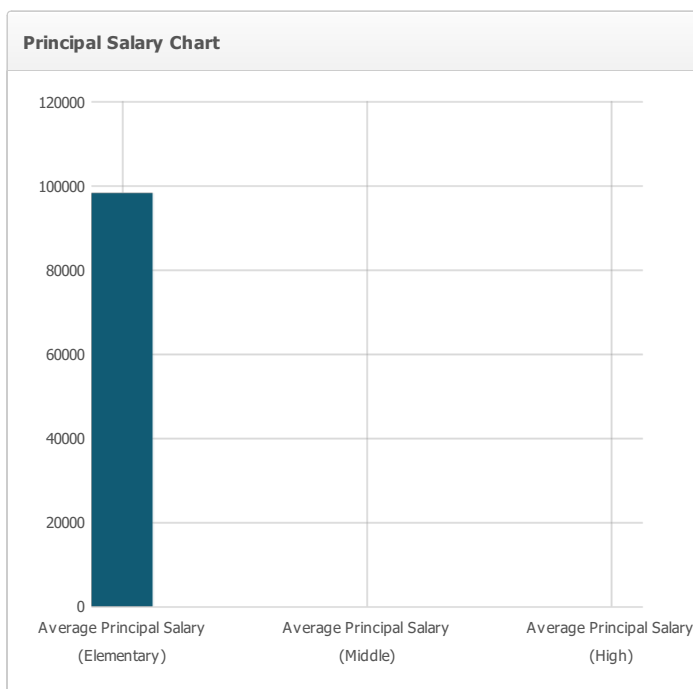
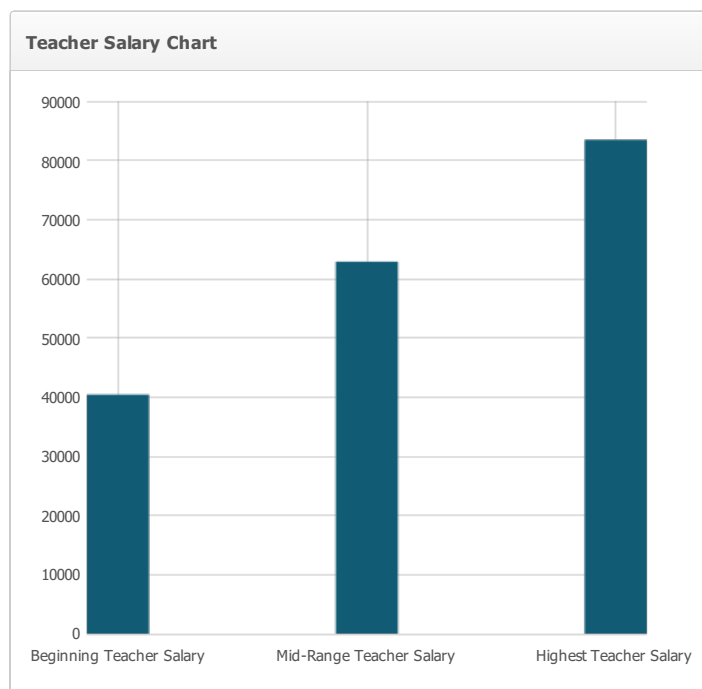
Categorical dollars support Class Size Augmentation in grades K-3, training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically. Categorical funds supported the following supplemental programs and services at Canyon Springs:• ExCEL/RTI (reading intervention)• Extra support for English learners and Immigrant students• Accelerated Reader• Accelerated Math/Math Facts in A Flash• Homework Club• ASES After School Program• GATE Program• Computer Instruction• Parent Involvement and Adult ESL• Supplemental materials and supplies to improve achievement in core subjects and ELD

Last updated: 1/16/2015

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/cs/> .



Last updated: 1/16/2015

Professional Development – Most Recent Three Years

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers and support staff. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. In 2013-2014 all teachers, including Special Education teachers, participated in training to support implementation of the Math Expressions program. Teachers attended 6 days of GLAD training to best meet the needs of English Language Learners. Each Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and data analysis. Professional development topics covered during Tuesday meetings included reading comprehension, writing for grade specific genres, mathematics, response to intervention, supporting English learners, assessment, technology, and diversity. In support of the school's Response to Intervention model, at least two staff meetings per month focused on analyzing student performance of state and local assessments, collaborative planning, and sharing of instructional strategies that support student learning at various performance levels. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up. Additionally, Instructional Assistants working in the General Education and Special Education classrooms also participated in training opportunities that support the school's academic and student discipline goals during student-free days, classroom release time, and after school.

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