

# Harding 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/fq/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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Harding Elementary
<b>Street</b>	7230 Fairmont Ave.
<b>City, State, Zip</b>	El Cerrito, Ca, 94530-3797
<b>Phone Number</b>	510-231-1413
<b>Principal</b>	Linda Takimoto
<b>E-mail Address</b>	<a href="mailto:ltakimoto@wccusd.net">ltakimoto@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004782

*Last updated: 1/10/2019*

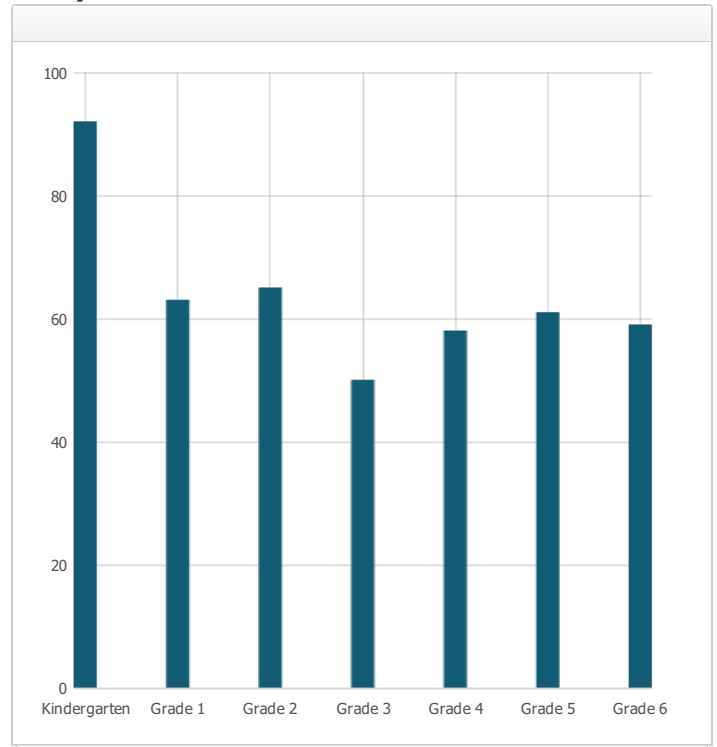
### School Description and Mission Statement (School Year 2018—19)

Harding Elementary School is a cooperative partnership of students, parents, teachers, and administration working together to create an effective learning environment and a caring school community. The school has developed and maintains active leadership groups, representing all stakeholders, who communicate routinely for continued growth and progress towards goals. Using the four "Cs" 21st Century Skills, Collaboration, Communication, Critical Thinking, and Creativity, the Harding community has developed and aligned school-wide systems and programs that are student centered and support the shift to Common Core teaching and learning. Community expectations for working together are focused on student engagement, and specific and positive feedback that includes Building Effective Schools Together (BEST), Playworks, Restorative Justice, and Teachers College Units of Study for Writing and Reading. All classes participate in writing workshop with English Language Development, PE, and reading workshop for Universal Access blocked daily by grade level. Visual and Performing Arts in all disciplines are embedded in the instructional day with Artists in Residence, along with hands on science in the school garden. We take pride in our diversity, which includes racial, language, socioeconomic, and ability differences. Harding offers four special education programs, Counseling Enriched, Instructional Support, Deaf/Hard of Hearing, and Full Inclusion, with a school-wide culture that values and supports understanding, accommodation, and inclusion. All students are included in the general education classrooms and start each day with Social Emotional Learning with the Caring School Community curriculum. The Harding Instructional Leadership Team (ILT) has been directing Common Core Standard teaching a learning. The ILT is made up of general education teachers representing grade level pairs: TK/K, 1/2, 3/4, 5/6. Additionally, teachers and the principal are active learners in various Professional Learning Communities (PLCs) with the shared understanding that quality data based instruction is an ongoing process that requires a "Growth Mindset" (Dweck, 2006) for teachers and students. School leadership is developed and shared through the ILT as well as REACH Institute and Teachers College professional development programs, and the PLCs. Harding Elementary, a small community school, is developing into a school with large beliefs and ideas. It seeks to meet the needs of, and assure success for, every student through research supported teaching and learning methods leading to skill building for all.

*Last updated: 11/28/2018*

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

Grade Level	Number of Students
Kindergarten	92
Grade 1	63
Grade 2	65
Grade 3	50
Grade 4	58
Grade 5	61
Grade 6	59
<b>Total Enrollment</b>	<b>448</b>



Last updated: 1/22/2019

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

Student Group	Percent of Total Enrollment
Black or African American	10.5 %
American Indian or Alaska Native	0.2 %
Asian	19.6 %
Filipino	0.9 %
Hispanic or Latino	22.3 %
Native Hawaiian or Pacific Islander	0.7 %
White	37.7 %
Two or More Races	8.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.2 %
English Learners	23.2 %
Students with Disabilities	16.5 %
Foster Youth	0.2 %

# A. Conditions of Learning

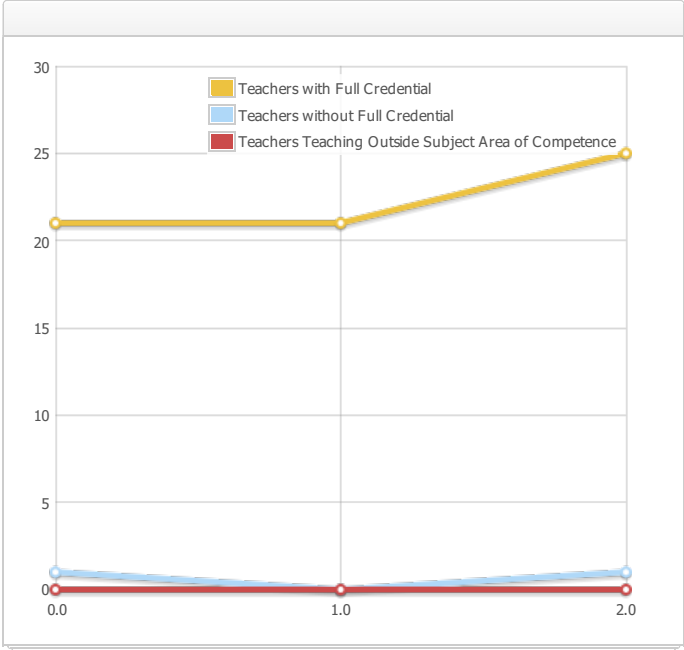
## State Priority: Basic

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

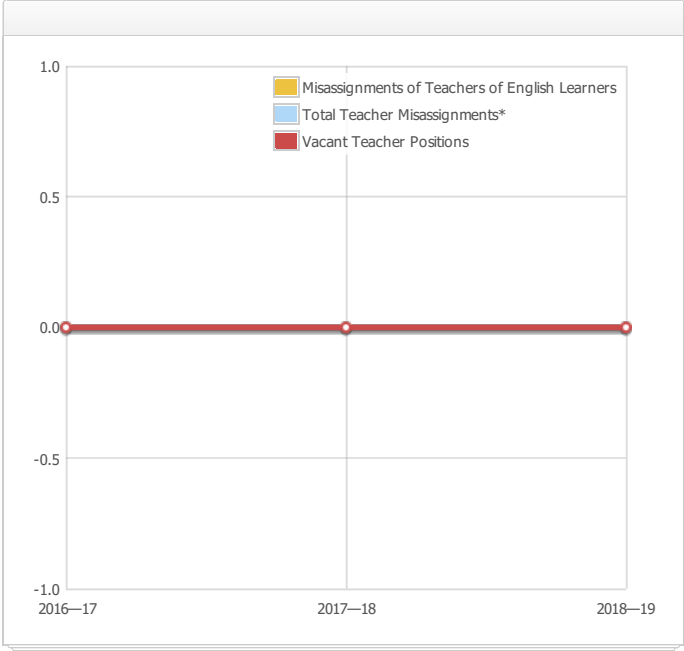
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	21	21	25	1211
Without Full Credential	1	0	1	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/18/2019

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

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 1/21/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned:  -Paint the ceiling above the handicap stall men RR.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Poor	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned:  -Repair the drinking fountain at the back wall next to the MDF room.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
<b>Structural:</b> Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned:  -Repair the restroom door; it is sagging and hits the top of the jamb.

## Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Fair
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*Last updated: 1/28/2019*

## 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)	57.0%	58.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	49.0%	25.0%	24.0%	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: 1/22/2019*

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	210	95.89%	57.89%
Male	124	118	95.16%	51.69%
Female	95	92	96.84%	65.93%
Black or African American	32	31	96.88%	12.90%
American Indian or Alaska Native				
Asian	28	27	96.43%	62.96%
Filipino	--	--	--	
Hispanic or Latino	60	56	93.33%	33.93%
Native Hawaiian or Pacific Islander	--	--	--	
White	83	81	97.59%	87.50%
Two or More Races	13	13	100.00%	69.23%
Socioeconomically Disadvantaged	86	81	94.19%	20.99%
English Learners	55	50	90.91%	32.00%
Students with Disabilities	51	47	92.16%	8.70%
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: 1/22/2019



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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	210	95.89%	49.05%
Male	124	118	95.16%	48.31%
Female	95	92	96.84%	50.00%
Black or African American	32	31	96.88%	19.35%
American Indian or Alaska Native				
Asian	28	26	92.86%	57.69%
Filipino	--	--	--	
Hispanic or Latino	60	57	95.00%	26.32%
Native Hawaiian or Pacific Islander	--	--	--	
White	83	81	97.59%	72.84%
Two or More Races	13	13	100.00%	46.15%
Socioeconomically Disadvantaged	86	81	94.19%	17.28%
English Learners	55	50	90.91%	26.00%
Students with Disabilities	51	48	94.12%	6.25%
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: 1/22/2019

# 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	16.1%	23.2%	39.3%

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: 1/22/2019*

## 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)

- **COMMUNITY PROGRAMS:** Trained community members such as Quinan Street Project and Interact provide arts instruction as well as academic and social/emotional support in classrooms and at recesses.
  - **PARENT-TEACHER ASSOCIATION (PTA):** The PTA conducts fundraising to provide equipment, supplies and personnel as needed to support the school mission. It organizes and promotes events, activities, and meetings that build community and support student and parent education such as the Fall Carnival, Walk and Read-a-thons, and dance/music/theater performances throughout the year. They pay for an expanded visual and performing arts program and other enhancement activities like study trips. PTA recruits for and organizes the various volunteer opportunities that support all school programs and classroom instruction.
  - **Inclusive School Community Committee:** Harding's ISCC provides a voice for African American, English Learner, and LGBTQ families and directs programs and instructional support that can include curriculum, specialized learning, parent education, and family programs.
  - **SCHOOL SITE COUNCIL:** Harding's School Site Council is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This group creates the school plan and monitors its implementation. It also forms and directs committees such as the ISCC to share the leadership and workload, and assure comprehensive programs and systems to support students and teachers.
  - **HARDING AFTER SCHOOL ENHANCEMENT PROGRAM (HASEP):** In coordination with the City of El Cerrito Recreation Department, a parent group plans a variety of ever-changing after school enrichment classes for all students.
- Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

# 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

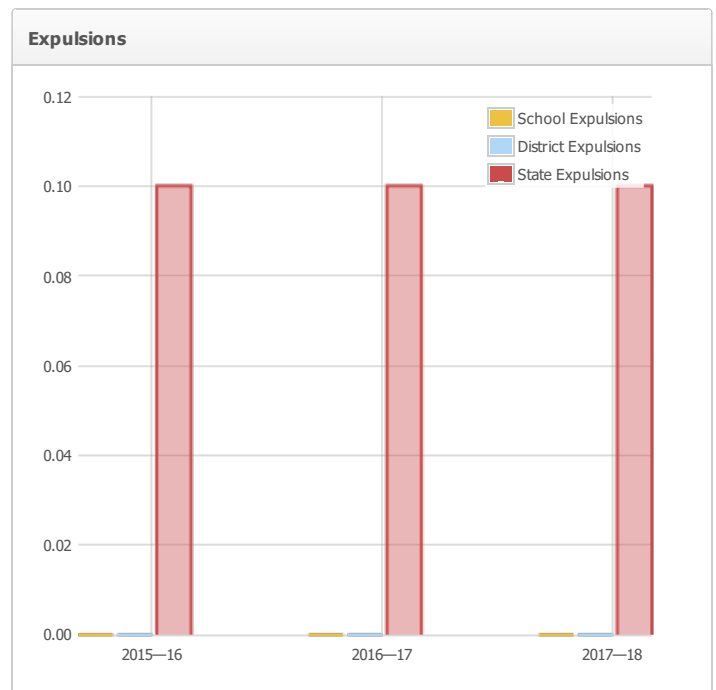
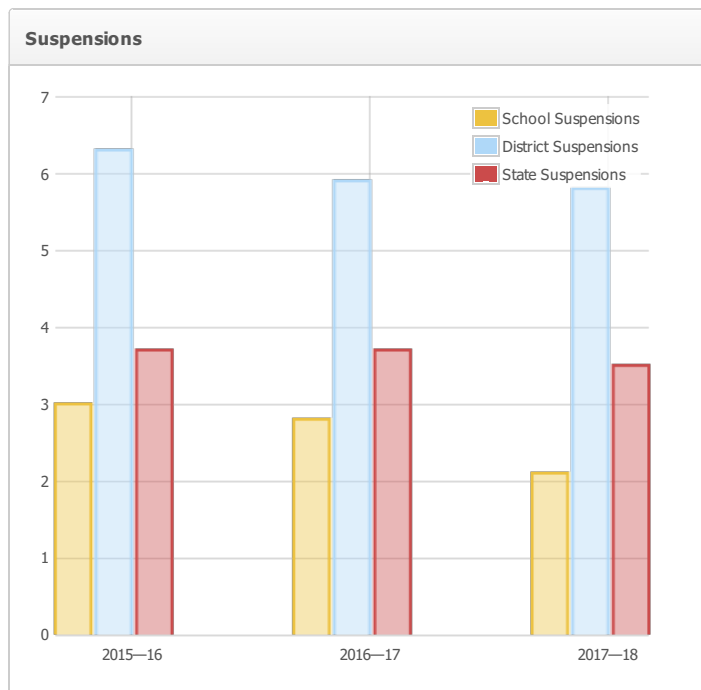
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	3.0%	2.8%	2.1%	6.3%	5.9%	5.8%	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%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## 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	19.0	3	1	
1	22.0		2	
2	21.0		2	
3	16.0	3		
4	25.0		2	
5	19.0	2		
6	18.0	3	2	
Other**	8.0	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.

### 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	18.0	2	3	
1	20.0	1	2	
2	24.0		2	
3	23.0		2	
4	24.0		2	
5	24.0		2	
6	20.0	2	2	
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		4	
1	21.0	1	2	
2	21.0		3	
3	24.0		2	
4	25.0		2	
5	18.0	1	2	
6	20.0	2	2	
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.

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
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)	0.2	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6880.5	\$1120.8	\$5759.7	\$67482.0
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-29.1%	-0.3%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-13.2%	-17.9%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

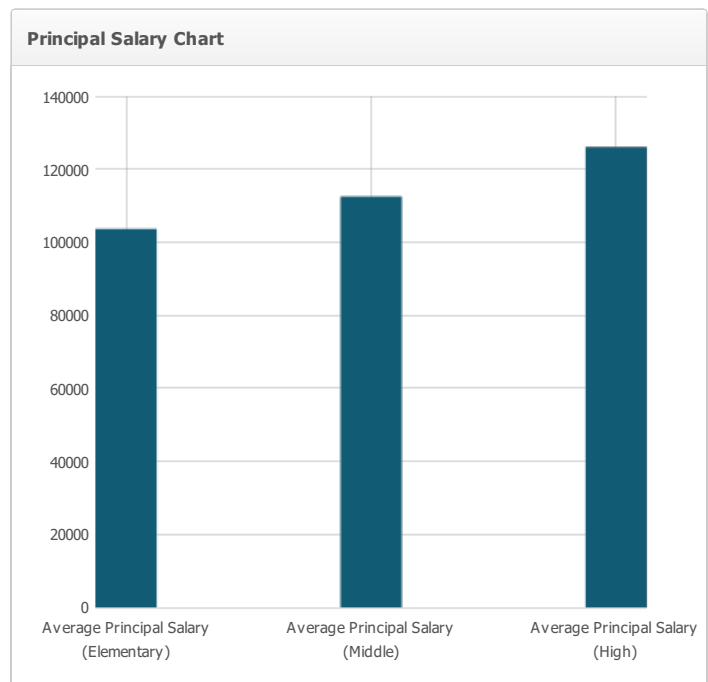
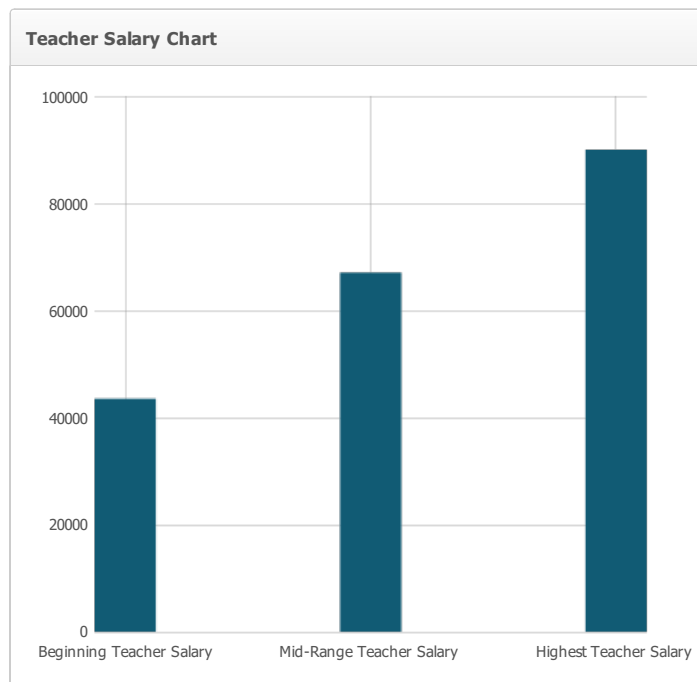
- VAPA
- CENTER FOR THE COLLABORATIVE CLASS
- SCHOLASTIC INC RIME MAGIC CURRICULUM K-2
- SHARON LEE ZINKE
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY READING INSTITUTE

Last updated: 1/9/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
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/>.



Last updated: 1/22/2019

## Professional Development

Quality instruction and instructional leadership are at the heart of our efforts. To ensure this, teachers, administrators and other personnel engage in ongoing



professional development focused on improving teaching and learning. Training includes data use and sharing, which guides teaching, learning, and goal setting. The principal and trained teacher leads, in turn, provide support to teachers through a variety of professional learning communities, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in common core state standards. State and District assessment data drives the current professional development focus on writing using Columbia University's Teachers College Units of Study for Writing and Reading, math writing and multiple methods for concept mastery, differentiated instruction, and educational technology. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

*Last updated: 11/28/2018*