

## Helms Middle

### 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>	Helms Middle
<b>Street</b>	2500 Road 20
<b>City, State, Zip</b>	San Pablo, Ca, 94806-5010
<b>Phone Number</b>	510-231-1423
<b>Principal</b>	Jessica Petrilli
<b>E-mail Address</b>	<a href="mailto:jpetrilli@wccusd.net">jpetrilli@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966057228

*Last updated: 1/10/2019*

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

#### Helms Vision Statement

We are a community that embraces students where they are, shares the responsibility in helping remove roadblocks and barriers, and creates pathways to showcase the brilliance in our students. We believe in educating the whole child and engage in multiple forms of collaboration to strengthen our students' academic abilities and develop their character for success in high school, college, and beyond.

#### Mission # 1: Student Achievement

We care deeply about our students' academic achievement and are dedicated to increasing their literacy in reading and math, providing them with added supports to maintain strong GPAs, and creating learning experiences that are engaging and meaningful to students.

#### Mission #2: Invested Employees

We care deeply about our fellow staff and are dedicated to building strong relationships among each other, supporting meaningful collaboration, and fostering opportunities for continuous learning.

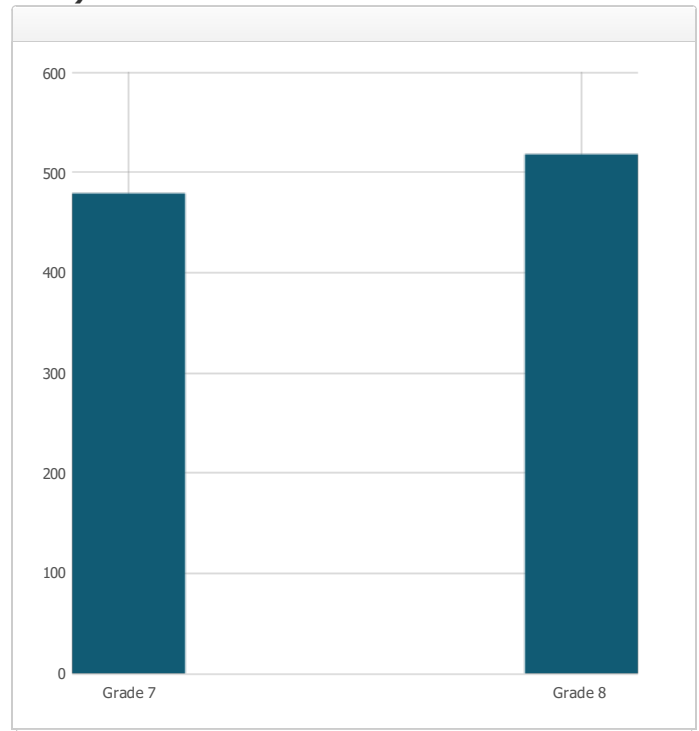
#### Mission # 3: Engaged Community

We care deeply about our community and are dedicated to working collaboratively with students, families, and community partners, in order to learn and provide the best ways to meet the various academic and social and emotional needs of our students.

*Last updated: 1/10/2019*

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

Grade Level	Number of Students
Grade 7	479
Grade 8	518
Total Enrollment	997



Last updated: 1/22/2019

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

Student Group	Percent of Total Enrollment
Black or African American	10.7 %
American Indian or Alaska Native	%
Asian	4.3 %
Filipino	1.6 %
Hispanic or Latino	81.0 %
Native Hawaiian or Pacific Islander	0.5 %
White	1.3 %
Two or More Races	0.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.0 %
English Learners	41.5 %
Students with Disabilities	9.8 %
Foster Youth	0.3 %

## A. Conditions of Learning

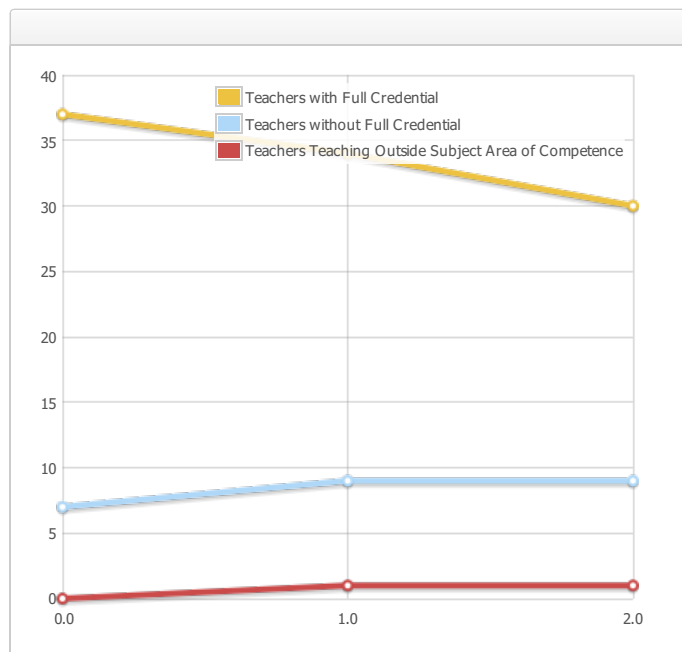
### State Priority: Basic

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

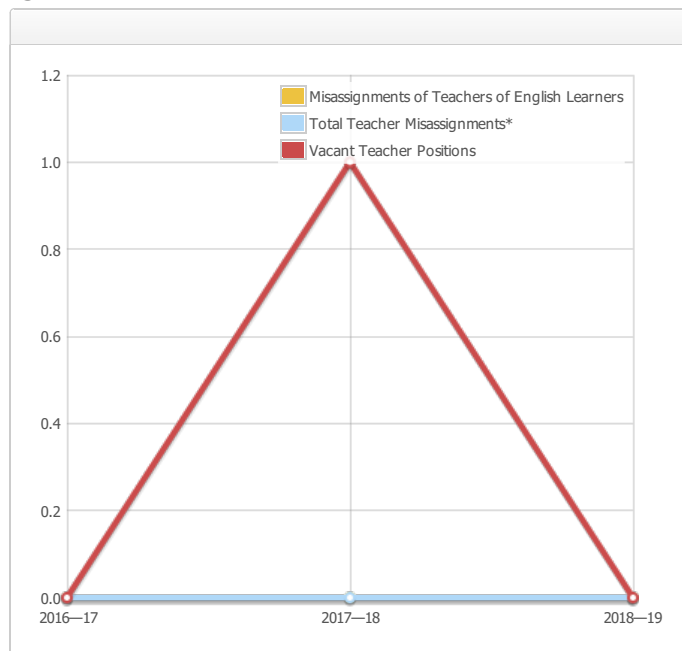
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	34	30	1211
Without Full Credential	7	9	9	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	1	10



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	1	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 StudySync, c2017 - adopted 2017 National Geographic Inside, ELD levels 1-4, c2014 - adopted 2014 Scholastic Read 180, Intervention, c2011 - adopted 2011	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Big Ideas Math, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017	Yes	0.0 %
Science	Pearson Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	TCI History Alive, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	Prentice Hall Realidades (Spanish), c2004 - adopted 2004	Yes	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: 6/1/2019

## 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: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Paint 2" x 4" wood beam (Stairs)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Remove the graffiti (Boys restroom cafeteria) Remove the paper from the ceiling (Girls restroom by C1-115) Repair pigeon netting by the stairs (Exterior)
<b>Electrical:</b> Electrical	Poor	Lights are beeping (Library, C3-208, C2-208)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Repair drinking fountain by music room (Hallway)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire alarm device broken (Boys restroom Building C1) Gas cans must be stored in a non-flammable cabinet (Custodial)
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Replace floor doorholder (Room C2-115) Repair the window screen (rOOM C2-113, C2-112)

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 6/24/2019*

## 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)	19.0%	20.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	10.0%	7.0%	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	1002	975	97.31%	20.29%
Male	510	498	97.65%	15.79%
Female	492	477	96.95%	24.95%
Black or African American	101	99	98.02%	--
American Indian or Alaska Native				
Asian	44	43	97.73%	37.21%
Filipino	16	16	100.00%	56.25%
Hispanic or Latino	819	797	97.31%	19.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	12	12	100.00%	16.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	958	933	97.39%	19.59%
English Learners	646	624	96.59%	12.54%
Students with Disabilities	96	95	98.96%	2.15%
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	1002	983	98.10%	7.16%
Male	510	497	97.45%	7.91%
Female	492	486	98.78%	6.40%
Black or African American	101	99	98.02%	2.02%
American Indian or Alaska Native				
Asian	44	43	97.73%	20.93%
Filipino	16	16	100.00%	31.25%
Hispanic or Latino	819	805	98.29%	6.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	12	12	100.00%	9.09%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	958	941	98.23%	6.63%
English Learners	646	634	98.14%	2.86%
Students with Disabilities	96	94	97.92%	2.13%
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
7	18.2%	13.8%	15.3%

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)

Helms is a Full-Service Community School focused on connecting community partners and school programs with student and families. Services and programs include:

- Cougar College: a faculty designed 6-week series of night classes that help parents understand academics of middle school and help parents support their students to be ready for high school and beyond
- Case Management: Site-based social worker who can work with families to support attendance at school and provide Individual counseling.
- Student Success Team: Meetings held to support individual students, which includes participation from parents, counselors, teachers, administration, student, and any other important adult in the child's life.
- Counselors: available daily for one-on one meetings with parents to discuss student concerns and needs.
- Families in Transition: Community School coordinator works with families in transition to get school PE uniform, food pantry support, clipper card (transportation), and other needs determined.
- Celebrations and Events: Helms hosts various events and celebrations that invite parents to celebrate as part of the community, including Black History Month Night, Helms Music Night and 8th Grade Promotion Ceremony
- Reading Literacy Night: educate parents how to help students improve their reading levels
- Parent Coffee Club: weekly meeting open to all parents.
- Parent University: series of workshops led by our School Community Outreach Workers to further assist parents to support their student's academic success.
- Parent & Student Support Night aimed at supporting parents of students with 3 or more F's at the semester
- Parent Project: facilitated by San Pablo Police Department for parents to gain skills that help them support students with academic and behavioral challenges
- Student Attendance Review Team (SART): Invites parents of students with chronic absenteeism to attend a meeting to strategize how to improve attendance.
- Translation Services: bilingual community workers support translation needs for parents, and professional translators are used at every major event.
- School Psychologist and therapists support students and families with social-emotional needs.
- Mobile Health Van and Health educator onsite to support students and families with clinical health needs.
- School Site Council (SSC): three parents sit on this council and bring the concerns of parents and perspective of parents to the meeting.
- English Learner Advisory Committee (ELAC): a group of parents that advise the principal and SSC on ways to support English Learners.
- African American Parent Advisory Council: a group of parents and staff dedicated toward the mission of improving African American achievement in school.
- After School Program provides many opportunities for parents through sports, dance, and other enrichment programs
- Family cooking classes and kick boxing classes are offered to support health and wellness in families.
- Parent Volunteer: after signing on to the "be a mentor" website, parents are invited to volunteer at school.
- Parents may contact the front office at (510) 231-1423 in order to be directed to the proper contact for services or for information regarding how to become a volunteer or become involved in school activities.

# 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

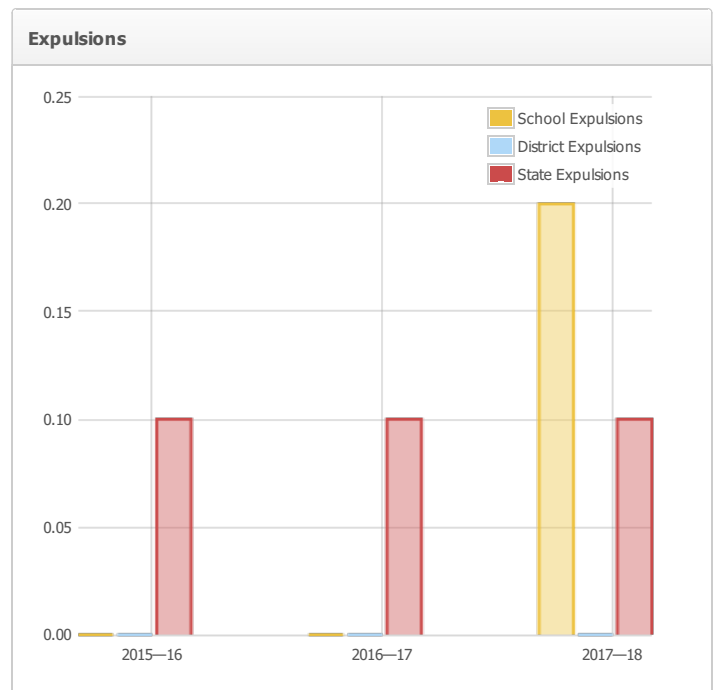
# State Priority: School Climate

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	10.0%	8.9%	8.3%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.2%	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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	25	30	1
Mathematics	25.0	11	29	
Science	26.0	9	35	1
Social Science	25.0	7	32	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	17	22	14
Mathematics	31.0	2	14	16
Science	29.0	4	20	17
Social Science	31.0	2	10	20

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	30	18	10
Mathematics	31.0	4	12	16
Science	30.0	3	18	20
Social Science	31.0	2	12	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*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	4.0	216.3
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.7	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	N/A
Resource Specialist (non-teaching)	3.0	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	\$6458.8	\$1626.9	\$4831.9	\$65314.1
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-46.1%	-3.6%
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-30.6%	-21.2%

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:

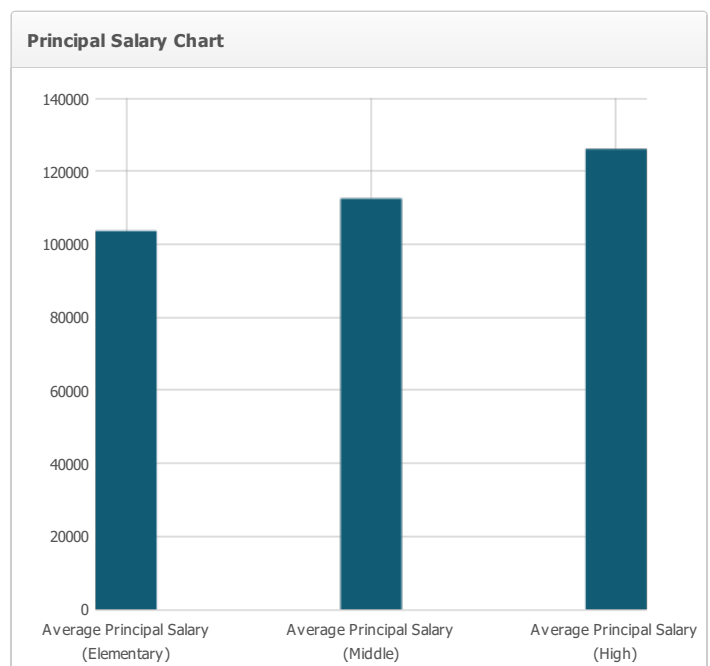
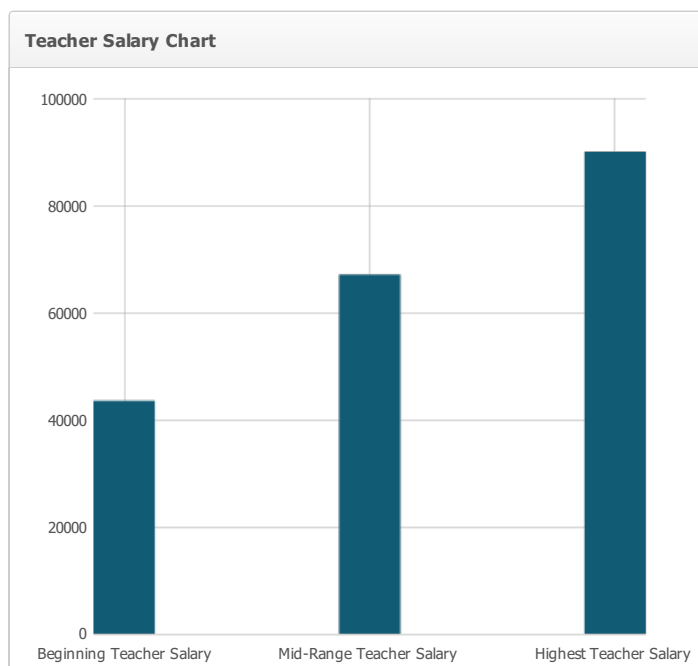
- SPORTS
- FESTIVALS OF MUSIC INC
- PBS SUMMER INSTITUTE
- BAY AREA COMMUNITY RESOURCES
- LEARNING A-Z
- PROJECT READ INSTITUTE
- PROJECT LEAD THE WAY INC
- SAN JOSE STATE UNIVERSITY FOUNDATIO PLTW SUMMER CORE TRAINING
- ART CLASSES
- DREAMBOX LEARNING INC
- BAND
- PEACEMAKERS INC
- SUPER ACHIEVEMENT INC
- THE MINDFUL PROJECT
- STUDY TRIPS

*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

At Helms Middle School, our professional development plan is designed to meet our goals and implement our school theory of action.

Our instructional inquiry question this year is: How can we create SBAC aligned school-wide focus areas in math, ELA, and ELD? This led us to the following instructional focus areas for our school and for professional development:

- \*Build strong base of knowledge through content rich texts
- \*Read, write, and speak grounded in evidence
- \*Construct viable arguments and critique reasoning of others
- \*Engage in argument from evidence
- \*Use of Helms Writing Rubric as a tool to improve student writing.

Our culture and climate inquiry question this year is: How can we increase learning time by focusing on tier 1 Positive Behavior Interventions and Supports? This led us to the following culture and climate focus areas for our school and for professional development:

- \*Classroom Expectations
- \*Classroom Procedures and Routines
- \*Encouraging Expected Behavior
- \*Active Supervision
- \*Opportunities to Respond
- \*Activity Sequencing and Choice
- \*Task Difficulty

Professional development includes full day trainings and collaboration time before the start of the school year as well as quarterly trainings. Additionally, we provide individual teacher coaching, monthly collaboration time for teacher leaders, and weekly collaboration time for professional learning communities. During weekly collaboration, there is often best practices sharing or a quick professional development aligned to our school goals and theory of action. House teams meet weekly to collaborate and the whole school meets once a month to collaborate around our school culture and climate goals. Teachers also attend district workshops to learn new instructional strategies. Professional development is provided in English Language Development by a district coach, and on site support is provided in classroom management, differentiated instruction, and educational technology. Professional development is provided in mathematics by an on site math coach and in culture and climate by an on site PBIS coach. Our new teachers are supported in a bi-weekly professional learning community.

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: 1/10/2019*