

Shannon Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (Most Recent Year)

School Contact Information	
School Name	Shannon Elementary School
Street	685 Marlesta Road
City, State, Zip	Pinole, CA 94564-2899
Phone Number	(510) 231-1454
Principal	Dan MacDonald
E-mail Address	dmacdonald@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1198
Grades Served	K-6
CDS Code	07-61796-6004956

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

DEMOGRAPHICS

Shannon Elementary is a fun, safe, and rigorous place to learn. We are a TK-6 grade school with a population of 358 students comprised of approximately 40% Latino, 30% Asian, 17% African American, 11% White, 2% Native Hawaiian and 1% American Indian or Alaskan Native. 28% are English learners, 65% are Socio-Economically Disadvantaged (SED), and 19% are severely handicapped (SH) and/or are receiving special education services in the form of an independent education program (IEP).

VISION

The Shannon vision is that all children are successful in learning as they prepare for college, career, and life readiness. Students know they will succeed because Shannon has the right plan, tools, teachers and support for that success.

MISSION

The Shannon mission is to assure that all students are engaged and learning at their level with a clear path for their progress to academic and social success. This is achieved through a collaboration of teachers, staff, parents and district to maximize and align resources, programs and systems for student learning.

THE TOOLS

Shannon's diverse population is served through a multiple tiered support system (MTSS) that organizes and allocates for our students English Language Development (ELD), Response to Intervention (RTI), Students Study Teams (SST), Independent Education Programs (IEP), Gifted and Talented (GATE), 504, Data Driven Instruction (DDI), Differentiation, Universal Design for Learning (UDL), Curriculum, Technology, Parents Teachers Association (PTA), Positive Behavioral Interventions and Support (PBIS), and Building Effective Schools Together (BEST). Aligning these supports, systems, and programs is tantamount to providing the best opportunity of success for all of our students. It is the working together of parents, teachers and students that make all these safeguards for student achievement happen.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	54
Grade 2	47
Grade 3	43
Grade 4	43
Grade 5	36
Grade 6	39
Total Enrollment	343

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.9
American Indian or Alaska Native	0.9
Asian	14.6
Filipino	13.1
Hispanic or Latino	39.7
Native Hawaiian or Pacific Islander	1.2
White	10.5
Two or More Races	3.2
Socioeconomically Disadvantaged	66.8
English Learners	28.9
Students with Disabilities	14
Foster Youth	1.5

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	15	17	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Triumphs (RSP) K-6 Little Treasurers T-K	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: K-6 Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Shannon was constructed in 1967. Portable classrooms were added in 1988, 1998, and 2005. Special features are its spacious grounds, its single-story California ranch-style design and its international enrollment. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair thermostat cover-room 7
Interior: Interior Surfaces			X	Remove TV wires; Replace clocks; Replace ceiling tiles; Replace rubber base by room 6; Repair hole in wall by room 3; Repair hole in wall by room 6; Replace cabinet handle and adjust cabinet doors; Repair floor tiles

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Replace diffusers to grids; Lights flickering
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Adjust drinking fountains
Safety: Fire Safety, Hazardous Materials	X			Classroom number missing-6; Secure the bookcases
Structural: Structural Damage, Roofs		X		Paint exterior walls, doors and trim in back of school facing playground; Replace plywood on exterior wall; Repair ramps
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Adjust door closers; Paint tetherball and basketball poles; Paint benches between benches; Replace exterior door trim

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	24	32	44
Mathematics	19	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	42	40	95.2	35	48	10	8
	4	41	41	100.0	54	20	17	10
	5	36	36	100.0	47	25	19	8
	6	41	40	97.6	30	45	23	3
Male	3		22	52.4	36	50	5	9
	4		23	56.1	65	13	17	4
	5		18	50.0	61	22	0	17
	6		22	53.7	36	41	18	5
Female	3		18	42.9	33	44	17	6
	4		18	43.9	39	28	17	17
	5		18	50.0	33	28	39	0
	6		18	43.9	22	50	28	0
Black or African American	3		10	23.8	--	--	--	--
	4		10	24.4	--	--	--	--
	5		3	8.3	--	--	--	--
	6		3	7.3	--	--	--	--
American Indian or Alaska Native	5		1	2.8	--	--	--	--
	6		1	2.4	--	--	--	--
Asian	3		10	23.8	--	--	--	--
	4		6	14.6	--	--	--	--
	5		6	16.7	--	--	--	--
	6		5	12.2	--	--	--	--
Filipino	3		2	4.8	--	--	--	--
	4		5	12.2	--	--	--	--
	5		5	13.9	--	--	--	--
	6		10	24.4	--	--	--	--
Hispanic or Latino	3		12	28.6	50	42	0	8
	4		14	34.1	50	7	29	14
	5		16	44.4	56	25	13	6
	6		14	34.1	21	50	21	7
Native Hawaiian or Pacific Islander	3		1	2.4	--	--	--	--
White	3		5	11.9	--	--	--	--
	4		6	14.6	--	--	--	--
	5		4	11.1	--	--	--	--
	6		7	17.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	5		1	2.8	--	--	--	--
Socioeconomically Disadvantaged	3		27	64.3	44	41	11	4
	4		30	73.2	57	13	20	10
	5		25	69.4	52	32	12	4
	6		29	70.7	34	38	24	3
English Learners	3		13	31.0	38	46	15	0
	4		12	29.3	50	33	17	0
	5		12	33.3	75	17	8	0
	6		10	24.4	--	--	--	--
Students with Disabilities	3		2	4.8	--	--	--	--
	4		5	12.2	--	--	--	--
	5		4	11.1	--	--	--	--
	6		4	9.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	42	40	95.2	40	43	13	5
	4	41	41	100.0	44	32	17	7
	6	41	41	100.0	54	32	10	5
Male	3		22	52.4	32	50	9	9
	4		23	56.1	43	35	17	4
	6		22	53.7	50	32	9	9
Female	3		18	42.9	50	33	17	0
	4		18	43.9	44	28	17	11
	6		19	46.3	58	32	11	0
Black or African American	3		10	23.8	--	--	--	--
	4		10	24.4	--	--	--	--
	6		3	7.3	--	--	--	--
American Indian or Alaska Native	6		1	2.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		10	23.8	--	--	--	--
	4		6	14.6	--	--	--	--
	6		6	14.6	--	--	--	--
Filipino	3		2	4.8	--	--	--	--
	4		5	12.2	--	--	--	--
	6		10	24.4	--	--	--	--
Hispanic or Latino	3		12	28.6	33	42	17	8
	4		14	34.1	29	50	7	14
	6		14	34.1	50	29	14	7
Native Hawaiian or Pacific Islander	3		1	2.4	--	--	--	--
White	3		5	11.9	--	--	--	--
	4		6	14.6	--	--	--	--
	6		7	17.1	--	--	--	--
Socioeconomically Disadvantaged	3		27	64.3	44	44	7	4
	4		30	73.2	43	33	17	7
	6		29	70.7	48	34	10	7
English Learners	3		13	31.0	54	15	31	0
	4		12	29.3	42	33	25	0
	6		11	26.8	91	9	0	0
Students with Disabilities	3		2	4.8	--	--	--	--
	4		5	12.2	--	--	--	--
	6		4	9.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	45	35	47	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	47
Male	38
Female	55
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	31
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	16
Students with Disabilities	44
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.20	16.70	16.70

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.

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)

Shannon has an involved Parent-Teachers Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) which delegates decision-making to the SSC.

The PTA collaborates with faculty and community members in organizing events and activities that include the Multi-Cultural Potluck, Fall Fundraiser, Book Fairs, Walk-A-Thon, Winter Festival, Crafts Fair, yearbook, NED, Teacher Appreciation Days and Breakfasts, Spelling Bee, Red Ribbon Week, Classroom Parents, Pinole Police & Fire Department Safety Awareness Days, teacher materials, and Spring Fundraiser. The PTA provides some to all of the funding for buses to take our children on field trips, educational assemblies, and even supplies for teachers' classrooms

Local businesses and community agencies support various events, including the Pinole Clean-Up day in June and the Pinole Historical Society Essay Contest.

The School Site Council (SSC) consists of parents, community members, faculty and staff to share in decision making that determines the school budget in alignment with policies, practices and planned improvements of Shannon Elementary. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Parents are encouraged to participate in their children's academic progress by going online to wccusd.illuminatedhc.com and scootpad.com. We hope to add RennLearn to mix next year. These platforms give parents an opportunity to view their children's profile and work with them on assignments. Parents and families attend Family Math Night and Family Common Core State Standards Night. This is an opportunity for students and teachers to include parents in what and how curriculum is taught.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.94	5.96	5.26	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Shannon has an emergency response team and safety plan for protocols and a hierarchy of command to respond to earthquake, fire, and Lock-down situations. Fire and Disaster drills are scheduled throughout the year. Students are supervised before school, during morning and lunch recesses, and after school. Breakfast is available at 7:45 A.M. Students go to the yard at 8:20 where staff supervises them until classes begin at 8:30 A.M. After school starts all visitors are required to enter through the main entrance. Visitors are expected to check-in at the office before coming onto campus.

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	2		22	1	3		17	2	3	
1	25		1		24		2		26		2	
2	19	1			21	1	1		22		2	
3	13	2	1		24		1		26		1	
4	30		2		27		2		29		1	1
5	30		1		28		1		26		1	
6	24		2		30		2		25		2	
Other	20	1			12	1						

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7370.43	\$5652.82	\$1717.61	\$53494.40
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-82.2	-5.1
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-67.9	-26.7

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and Services available at Shannon school include:

- ESEA Title I
- Economic Impact Aid
- Special Ed-E
- Transitional Kindergarten
- Accelerated Reader (Jan 2014)
- Computer Lab
- Gifted & Talented Ed-E
- Learning Center
- After School Care Grades 1-6 (Pinole Youth Center)

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Professional Development for faculty at Shannon Elementary is achieved in four ways: Professional Learning Communities (PLC) school-wide among peers; District and Principal provided workshop, collaboration, and teacher/leader growth opportunities; outside-of-District professional development opportunities; and personal career education.

PLCs are driven by the Instructional Leadership Team (ILT) which determines the themes and objectives of inquiry and facilitates implementation after approval of faculty. The first current PLC emphasis is on Data Driven Instruction (DDI) where teachers examine benchmark assessment data, analyze the strengths and weakness of whole classroom or grade level performance, identify students in need of intervention, determine intervention strategies, blocking of students and placement in learning center and during Response to Intervention (RTI), and measure the effectiveness of their efforts and reassess next steps. The second PLC emphasis is on streamlining alignment of Learning Center resources with DDI and RTI needs. This is spearheaded by our ILT and Resource Specialist (RSP) who runs and manages the Learning Center.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff meetings, 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 the Common Core State Standards (CCSS). Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, Culturally Responsive Teaching (CRT), Response to Intervention (RTI), and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. 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.

Outside of District opportunities are explored on a yearly basis. Examples are CAFE, NTSM, GLAD, etc. These are often intensive learning experiences and teachers report back to the faculty and share that learning. Personal growth is done through advanced education in the obtaining of higher degrees--such as MEd, EdD, National Board Certification, and subject/area specific credentials. The District encourages and provides support for these programs in various degrees.