

Wilson 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)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Wilson Elementary
Street	629 42nd St.
City, State, Zip	Richmond, Ca, 94805-1898
Phone Number	510-231-1456
Principal	Claudia Velez
E-mail Address	cvelez@wccusd.net
County-District-School (CDS) Code	07617966005045

Last updated: 1/10/2019

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

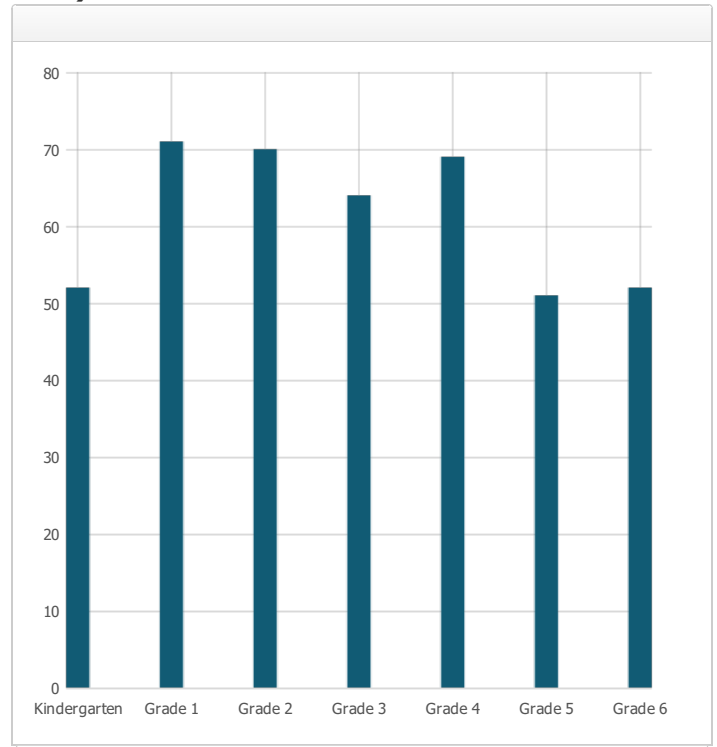
Wilson Elementary prepares all students to be perseverant, autonomous learners who achieve academic excellence and embody a love of learning in order to positively transform our communities.

Wilson students engage in a rigorous standards based, Common Core aligned curriculum. We provide a high quality education that enables all students to make positive life changes, strengthen our community, and successfully participate in a diverse and global society. Our school delivers excellent learning and teaching experiences in safe student-centered learning environments. We develop and maintain productive community partnerships through individual and collective accountability. Our goal is to be inclusive of all members of the school community as we strive to provide equitable opportunities for success. All staff members engage in a multitude of professional development workshops and training that support and enhance teaching and learning.

Last updated: 1/16/2019

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

Grade Level	Number of Students
Kindergarten	52
Grade 1	71
Grade 2	70
Grade 3	64
Grade 4	69
Grade 5	51
Grade 6	52
Total Enrollment	429



Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	11.0 %
American Indian or Alaska Native	0.5 %
Asian	11.0 %
Filipino	1.6 %
Hispanic or Latino	66.2 %
Native Hawaiian or Pacific Islander	2.3 %
White	4.4 %
Two or More Races	3.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	89.0 %
English Learners	49.9 %
Students with Disabilities	16.1 %
Foster Youth	0.5 %

A. Conditions of Learning

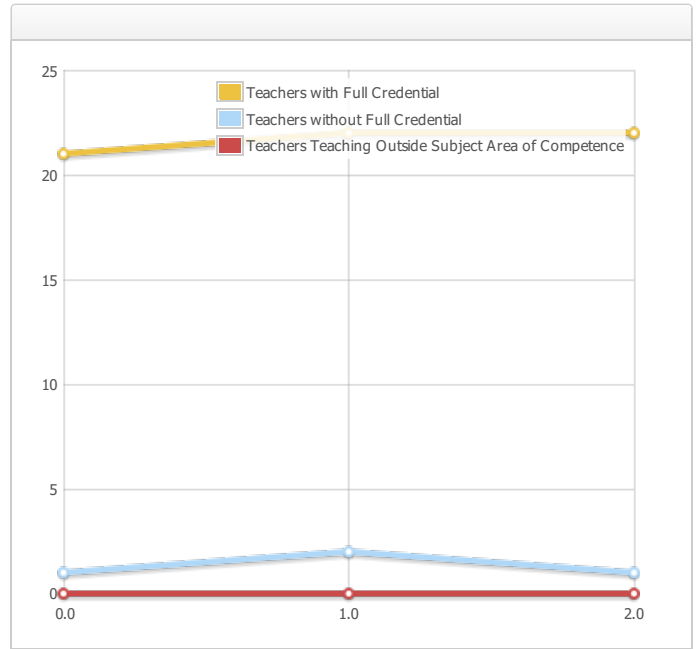
State Priority: Basic

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	22	22	1211
Without Full Credential	1	2	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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	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 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007		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: 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: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	<p>Replace ceiling tile (Portables 2, 24, 26, 39, 41; Portable 20 boys restroom, Portable 34 staff lounge, Server room, Girls restroom)</p> <p>Remove broken shelf doors (Portable 4A)</p> <p>Repair rubber base (Portable 40)</p> <p>Repair celotx (Portable 40)</p> <p>Repair door bumper (Portable 20 boys restroom)</p> <p>Replace metal shelving (Lab 10)</p> <p>Repair corner at the wall in the kitchen (Kitchen, Staff restrooms in kitchen)</p> <p>Repair wall in hallway by restrooms (Portable 34 staff lounge)</p> <p>Remove tape from floor of cart and roll up cord when not in use (Portable 16)</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	<p>Deliver longer surge cord for teaching cart (Portable 23)</p> <p>Check emergency lights (Kitchen, Staff restrooms in kitchen, Cafeteria)</p> <p>Turn off portable lamp when not in use (Portable 16)</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Fountain in back of portable 20 has no pressure (Exterior)
Safety: Fire Safety, Hazardous Materials	Poor	<p>Secure cabinets to the wall (Office portable 1; Portables 3, 4A, 12, 20, 22, 23, 35, 31; Lab 10)</p> <p>A "Server room" sign needed at first room inside at right (Portable 3)</p> <p>An "Emergency screen release" sign needed on back window (Portables 3, 2)</p> <p>Remove draperies or treat with fire retardant (Portables 20, 24, 26)</p> <p>Remove all items from emergency window (Portables 22, 31, 16, 26, 25, 28, 30, 32)</p> <p>Secure coat hangers (Portable 24)</p> <p>Secure coat hangers (Portable 41, Portable 34 staff lounge)</p> <p>Check ceiling fire/intruder device (Lab 10)</p> <p>Remove or hang extra fire extinguisher on the floor (Portable 18, 5)</p> <p>Remove carpet on top of electrical wires (Portable 32)</p> <p>Remove decorative material from electric panels (Portable 26)</p>
Structural: Structural Damage, Roofs	Good	Repair downspout (Portable 17, 16)

External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Install shades or blind in VP's office (Office portable 1) Secure threshold (Portable 23) Repair lock (Portable 23) Adjust door closer (Portable 17) Lock issues (Staff restrooms in kitchen) Remove locks on gates during school hours (Exterior)
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Overall Facility Rate

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

Overall Rating	Fair
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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)	34.0%	26.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	20.0%	20.0%	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: 1/23/2019

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	240	235	97.92%	25.96%
Male	132	129	97.73%	18.60%
Female	108	106	98.15%	34.91%
Black or African American	29	29	100.00%	
American Indian or Alaska Native				
Asian	26	26	100.00%	42.31%
Filipino	--	--	--	
Hispanic or Latino	161	156	96.89%	28.85%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	214	209	97.66%	25.36%
English Learners	154	149	96.75%	28.19%
Students with Disabilities	43	43	100.00%	13.95%
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: 1/23/2019

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	240	240	100.00%	19.58%
Male	132	132	100.00%	20.45%
Female	108	108	100.00%	18.52%
Black or African American	29	29	100.00%	3.45%
American Indian or Alaska Native				
Asian	26	26	100.00%	30.77%
Filipino	--	--	--	
Hispanic or Latino	161	161	100.00%	19.25%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	214	214	100.00%	17.76%
English Learners	154	154	100.00%	20.78%
Students with Disabilities	43	43	100.00%	16.28%
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: 1/23/2019

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	23.5%	17.6%	--

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: 1/23/2019

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)

PARENT INVOLVEMENT PROGRAMS: The school involves parents by informing them of the programs offered at the school site. Each month parents are offered opportunities to attend Coffee Chats and other meeting forums to gain educational information related to student learning. To date we offer the following:

- Back-to-School Night, Parent Teacher Conferences and Open House.
- Monthly parent education meetings (topics include: Common Core, College/Career Preparedness, Understanding the Report Card, Multiple Method Math Instruction, School Wide Data Review, Efficacy and Mindset practices)
- Family Literacy Night
- Family STEM Night
- Test-Prep Workshop for parents
- Focus Groups based on parent need i.e. literacy workshops, testing skills workshops, effective parent-teacher conference workshops, math workshops, homework workshops, and a series of educational parent workshops

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. 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).

ELAC: The ELAC Committee advises the SSC on needs of English Learners and consults the SSC regarding school plans and budgets. We also offer parents the opportunity to attend English Learner classes four mornings per week. This program is offered through Adult Education.

The African American Advisory Committee meets monthly to review data and deliver input on programs and needs.

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

PTA- The Wilson PTA was formed in January 2017. The board meets monthly and General Association meetings occur 3 times per year. The PTA is instrumental in partnering with all other groups to assist with parent nights, school functions such as the Spelling Bee, Math Olympiad, and fundraising for student activities and needs.

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

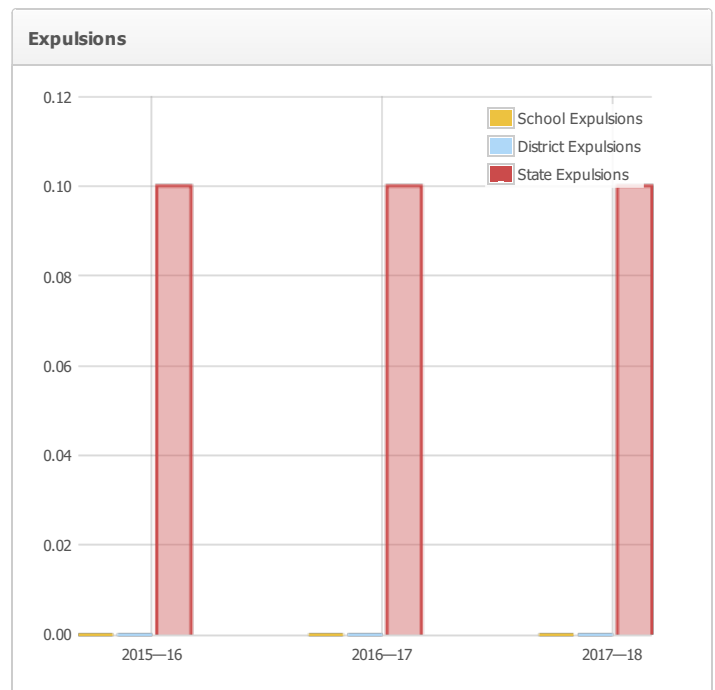
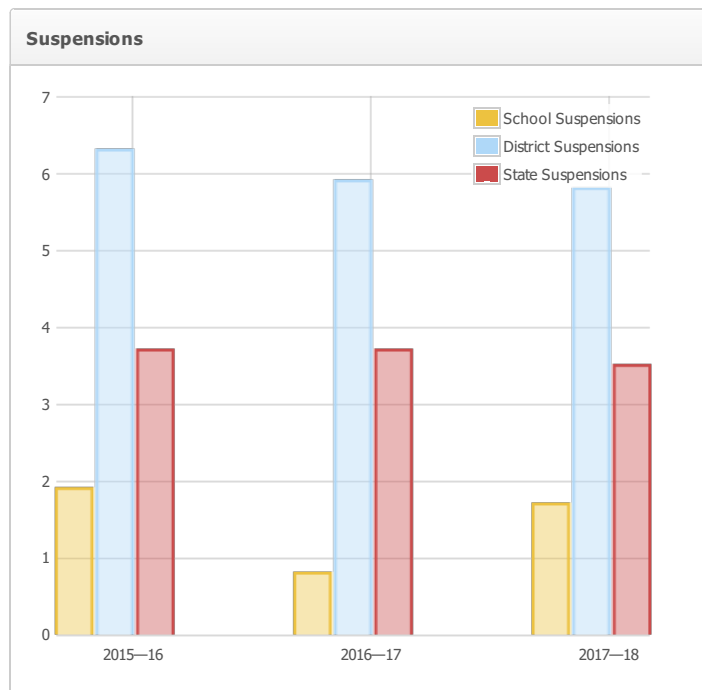
State Priority: School Climate

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	1.9%	0.8%	1.7%	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: 1/23/2019

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	22.0		3	
1	24.0		3	
2	23.0		3	
3	19.0	2	1	
4	30.0		1	2
5	31.0		2	
6	33.0			2
Other**	12.0	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	24.0		3	
1	22.0		3	
2	21.0	1	2	
3	20.0	2	2	
4	33.0			1
5	33.0		1	1
6	33.0		1	1
Other**	15.0	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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		2	
1	24.0		3	
2	23.0		3	
3	21.0	1	2	
4	33.0		1	1
5	33.0			1
6	25.0	1	1	1
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: 1/23/2019

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

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)	0.2	N/A
Psychologist	0.7	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)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6735.9	\$1449.2	\$5286.6	\$71479.9
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-37.5%	5.5%
State	N/A	N/A	\$7125.0	--
Percent Difference – School Site and State	N/A	N/A	-21.7%	-12.2%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

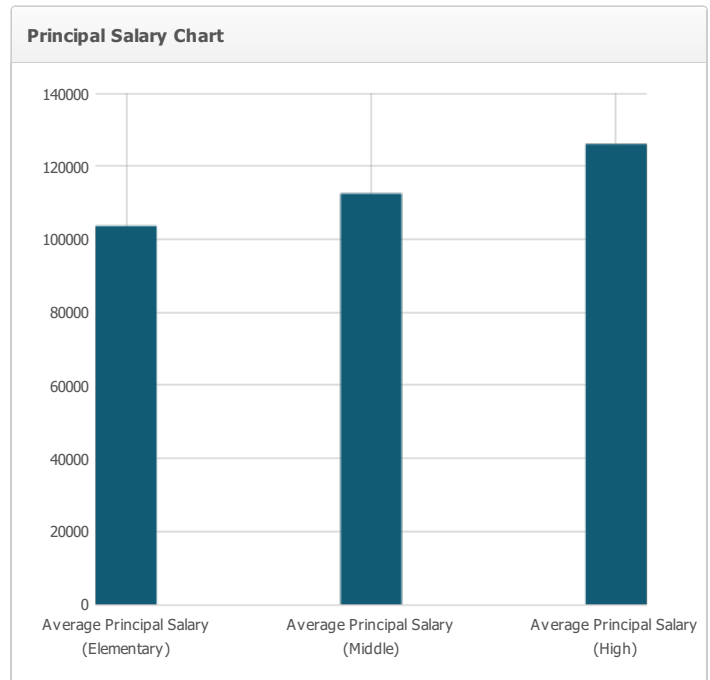
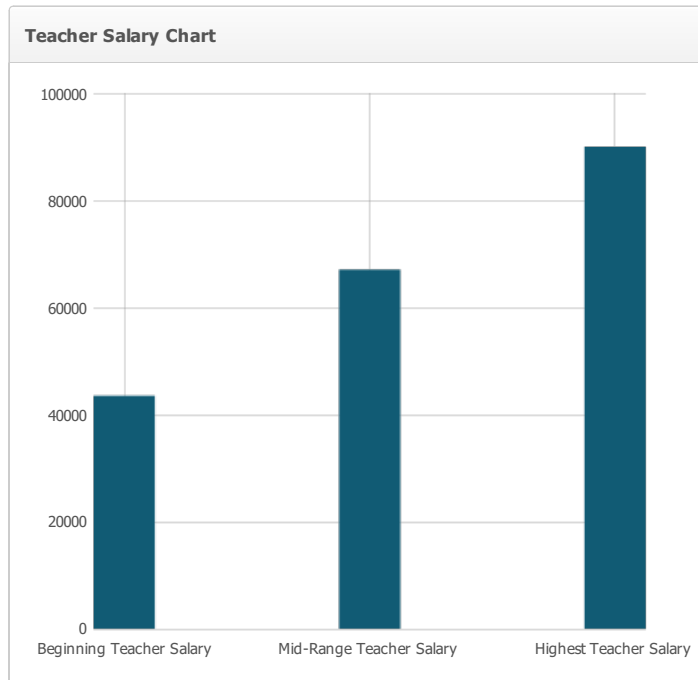
- ART
- BAY AREA COMMUNITY RESOURCES
- STUDY TRIPS
- LAWRENCE HALL OF SCIENCE

Last updated: 1/10/2019

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: 1/25/2019

Professional Development

The primary areas of focus for staff development are derived from district goals in accordance with student needs. The data used to determine the pertinent needs of our student population include:

- STAR and Fast Bridge Assessment for reading
- English Language Arts district benchmarks
- English Language Proficiency Assessments for California (ELPAC)
- My Math and IAB District Benchmarks

- Ongoing common assessment data at each grade level

Wilson school goals include the following:

- School wide commitment to continue the Instructional Support Model in which all students are being taught literacy skills in small groups.
 - School wide commitment to implement best practices around innovative project based learning strategies in ELA and math.
 - School wide commitment to use the Accelerated Reader program in every classroom as a means to improve reading skills for all students.
- Within the scope of these goals, student progress and need will be consistently and continuously monitored through Data Driven Instruction (DDI) cycles.

Professional developments to address these goals include:

- Ongoing professional development sessions that involve collective efforts to implement creative and innovative teaching and learning strategies.
- Standards based professional development.
- Writer's Workshop Training (district and onsite).
- Grade level planning days (onsite) .
- Collaboration days to analyze data using the DDI cycle of inquiry (onsite).
- Onsite peer observation cycles inclusive of all teachers observing each other and providing reflective feedback.
- A series of social/emotional workshops provided by onsite collaboration with Seneca.
- Teachers in their first three years of teaching receive professional development and support through TIP.
- Teachers and administrators attending professional development conferences, such as, UnboundEd Standards Institute, Innovate Public School Fellowship, and Leadership Community of Practices in partnership with the Chamberlain Foundation.

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 conferences, 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 all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction 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.

Last updated: 1/16/2019