

# Cambridge Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

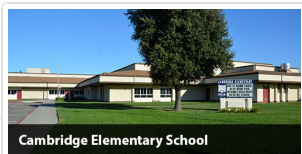
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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.



### Ms. Susan Nader, Principal

Principal, Cambridge Elementary

#### About Our School

Welcome to Cambridge Elementary School, home of the Cougars! As you walk through the doors of our school, you will feel the warmth of a school that supports all students and welcomes all families. Cambridge is one of five elementary schools in Travis Unified School District. At Cambridge, we are committed to a culture of universal achievement with a focus of preparing all students for college and careers. We address student achievement through the use of effective systems that include: universal achievement, collaboration, assessment, data analysis, interventions and standards alignment. We believe all students can learn at high levels and that it is the collective responsibility of all staff members to ensure that everyone succeeds. Teachers, administrators, office staff, aides, parents, and volunteers are involved in providing the best educational environment for all students. Our PTA is an integral part of our educational program and school community. The PTA plans many great activities and events throughout the school year. We are proud of our C-STEM program at Cambridge. All of our 5th and 6th grade students receive computer programming, robotics and math integrated with C-STEM instruction. Cambridge was named the UC Davis C-STEM School of the Year in 2017, and received the California Gold Ribbon Award in 2016.

#### Contact

Cambridge Elementary  
100 Cambridge Dr.  
Vacaville, CA 95687-6900

Phone: 707-446-9494  
E-mail: [snader@travisusd.org](mailto:snader@travisusd.org)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Travis Unified
<b>Phone Number</b>	(707) 437-4604
<b>Superintendent</b>	Pam Conklin
<b>E-mail Address</b>	<a href="mailto:pconklin@travisusd.org">pconklin@travisusd.org</a>
<b>Web Site</b>	<a href="http://www.travisusd.org">www.travisusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Cambridge Elementary
<b>Street</b>	100 Cambridge Dr.
<b>City, State, Zip</b>	Vacaville, Ca, 95687-6900
<b>Phone Number</b>	707-446-9494
<b>Principal</b>	Ms. Susan Nader, Principal
<b>E-mail Address</b>	<a href="mailto:snader@travisusd.org">snader@travisusd.org</a>
<b>Web Site</b>	<a href="http://www.travisusd.org/domain/8">www.travisusd.org/domain/8</a>
<b>County-District-School (CDS) Code</b>	48705656103154

*Last updated: 11/27/2017*

### School Description and Mission Statement (School Year 2017-18)

#### School Description:

Cambridge Elementary School is located in Vacaville, between San Francisco and Sacramento in Solano County. The town was incorporated in 1892 and comprises of 27 square miles with a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and have helped to transform the community from a small agricultural town into a thriving and progressive city. While Vacaville has experienced rapid growth, our community remains a "small town at heart," whose residents pride themselves on a high level of community involvement.

Cambridge School is one of the five elementary schools in Travis Unified School District, which also includes one middle school, one high school, a community day school, and an education center.

#### Mission Statement:

Cambridge Elementary School is committed to a positive learning environment that fosters...

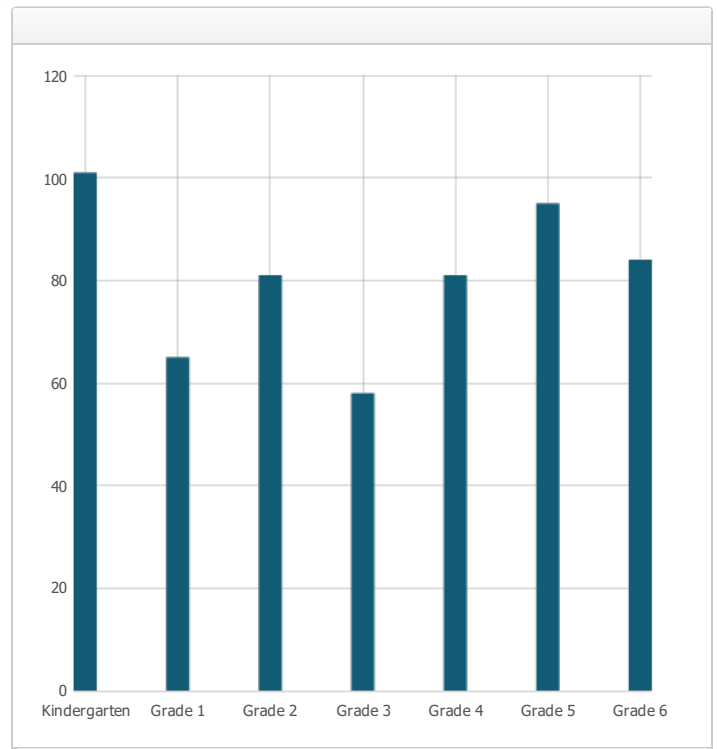
- Academic excellence for all students
- Respect for self and others
- Safe and responsible behavior
- The option to attend college, after graduating from high school

...creating students who have tenacity, skills, knowledge, and the ability to reach their full potential.

*Last updated: 11/13/2017*

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	101
Grade 1	65
Grade 2	81
Grade 3	58
Grade 4	81
Grade 5	95
Grade 6	84
<b>Total Enrollment</b>	<b>565</b>



Last updated: 11/27/2017

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	8.8 %
American Indian or Alaska Native	0.4 %
Asian	3.2 %
Filipino	5.5 %
Hispanic or Latino	31.3 %
Native Hawaiian or Pacific Islander	1.4 %
White	35.2 %
Two or More Races	13.8 %
Other	0.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.9 %
English Learners	8.1 %
Students with Disabilities	11.2 %
Foster Youth	0.4 %

Last updated: 11/27/2017

## A. Conditions of Learning

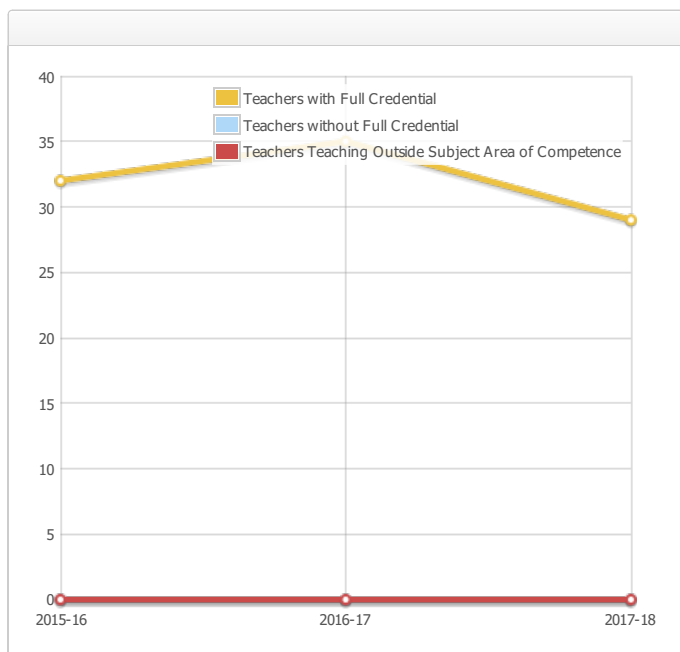
### State Priority: Basic

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

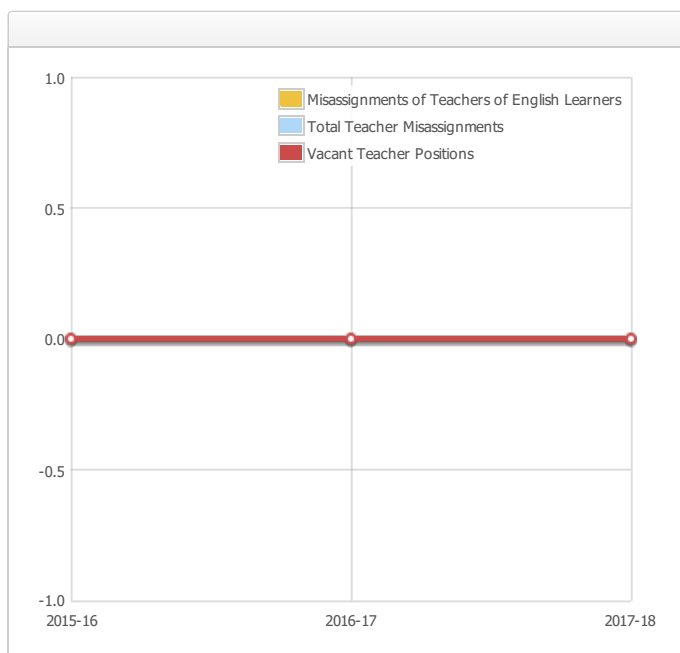
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	35	29	283
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 11/9/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 11/9/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten - 5th Grade: McGraw-Hill Education: California Wonders Comprehensive System ELA/ELD ©2017 6th Grade: CollegeBoard: Springboard California ELA Edition, Program 1 ©2017	Yes	0.0 %
Mathematics	Kindergarten - 5th Grade: HMH: Math in Focus ©2015 6th Grade: Glencoe California Math; Your Common Core Edition, Course 1 ©2015	Yes	0.0 %
Science	Macmillan/McGraw-Hill California Science © 2008	No	0.0 %
History-Social Science	Harcourt School Publishers <ul style="list-style-type: none"> <li>• Kindergarten Our World, Now and Long Ago© 2007               <ul style="list-style-type: none"> <li>• First Grade A Child's View © 2007</li> <li>• Second Grade People We Know © 2007</li> <li>• Third Grade Our Communities © 2007</li> <li>• Fourth Grade A Changing State © 2007</li> <li>• Fifth Grade Making a New Nation © 2007</li> <li>• Sixth Grade Ancient Civilizations © 2007</li> </ul> </li> </ul>	No	0.0 %
Foreign Language			0.0 %
Health	Harcourt Health and Fitness © 2006	No	0.0 %
Visual and Performing Arts	Silver Burdett Making Music, California Edition © 2008	No	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: 1/17/2018

## School Facility Conditions and Planned Improvements

Cambridge Elementary School campus was originally built in 1982 and contains 28 classrooms, one library, a gym/multipurpose room, one staff room, two computer labs, a school garden, and two playgrounds. At the time of publication (January 2017) 100% of the restrooms were in good working order. Two of these restrooms were remodeled in the summer of 2015.

### Cleaning Process

The principal works daily with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The Supervisor of Maintenance and Operations coordinates in-service training for the custodial staff. The district has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment as a guideline for our cleaning policy.

### Maintenance and Repair

The district maintenance staff ensure that all necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is utilized to maintain efficient service and emergency repairs are given the highest priority. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district. The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. There are no major deficiencies at Cambridge Elementary School. The items noted in the table have been corrected or are in the process of remediation.

*Last updated: 1/18/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	B01, C05, C06, D06 - Carpeting damaged or stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

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

Overall Rating	Exemplary
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*Last updated: 1/17/2018*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	39%	48%	54%	56%	48%	48%
Mathematics (grades 3-8 and 11)	31%	35%	43%	41%	36%	37%

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: 11/27/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	326	98.49%	47.85%
Male	187	183	97.86%	39.34%
Female	144	143	99.31%	58.74%
Black or African American	33	33	100.00%	36.36%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	14	14	100.00%	92.86%
Hispanic or Latino	105	105	100.00%	45.71%
Native Hawaiian or Pacific Islander	--	--	--	
White	122	118	96.72%	45.76%
Two or More Races	43	43	100.00%	46.51%
Socioeconomically Disadvantaged	134	133	99.25%	30.83%
English Learners	41	40	97.56%	37.50%
Students with Disabilities	37	36	97.30%	27.78%
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: 1/9/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	331	327	98.79%	34.56%
Male	187	183	97.86%	34.97%
Female	144	144	100.00%	34.03%
Black or African American	33	33	100.00%	15.15%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	14	14	100.00%	71.43%
Hispanic or Latino	105	105	100.00%	26.67%
Native Hawaiian or Pacific Islander	--	--	--	
White	122	118	96.72%	40.68%
Two or More Races	43	43	100.00%	34.88%
Socioeconomically Disadvantaged	134	134	100.00%	19.40%
English Learners	41	41	100.00%	29.27%
Students with Disabilities	37	36	97.30%	11.11%
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: 1/9/2018*

**CAASPP Test Results in Science for All Students****Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	59.0%	70.0%	69.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/9/2018*

# 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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	11.7%	28.7%	35.1%

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: 1/9/2018*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

We have a high level of parent engagement and involvement at Cambridge Elementary School. There are numerous opportunities for parent involvement. Parents can volunteer in the classroom, on the playground, on field trips, at special events or with the PTA. They can also participate on our School Site Council assisting in the budget, School Site Plan and Safety Plan. Parents of English Language Learners have the opportunity to participate on the English Language Learner Advisory Committee or on the district level committee. The Superintendent's Advisory Committee includes parent representatives from Cambridge. Our school also benefits from partnerships with local businesses and services, including Boudin Bakery, Round Table Pizza, The Travis Spouse's Club, Winco, Firehouse Subs, Vacaville Police Center, Target, Walmart, and The Tuskegee Airmen.

##### Contact Information

Parents who wish to participate in Cambridge Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 446-9494.

### State Priority: Pupil Engagement

*Last updated: 1/8/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

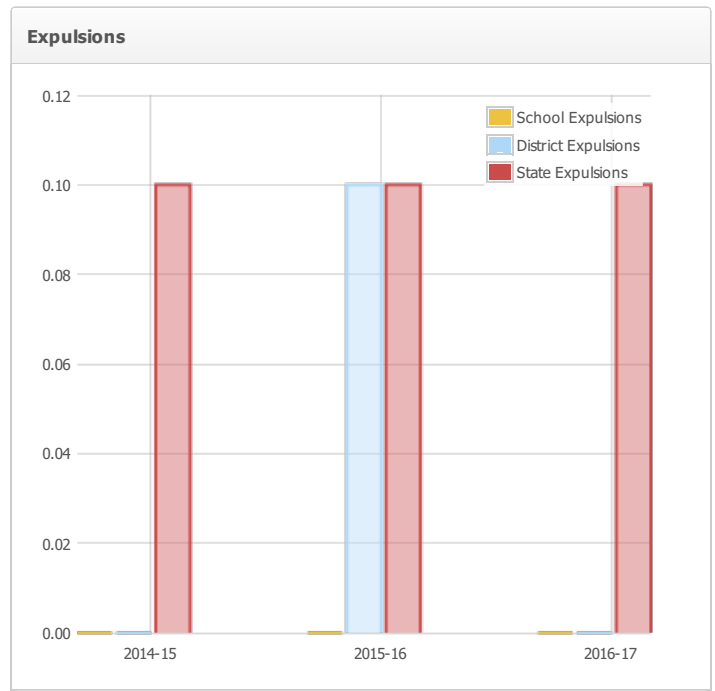
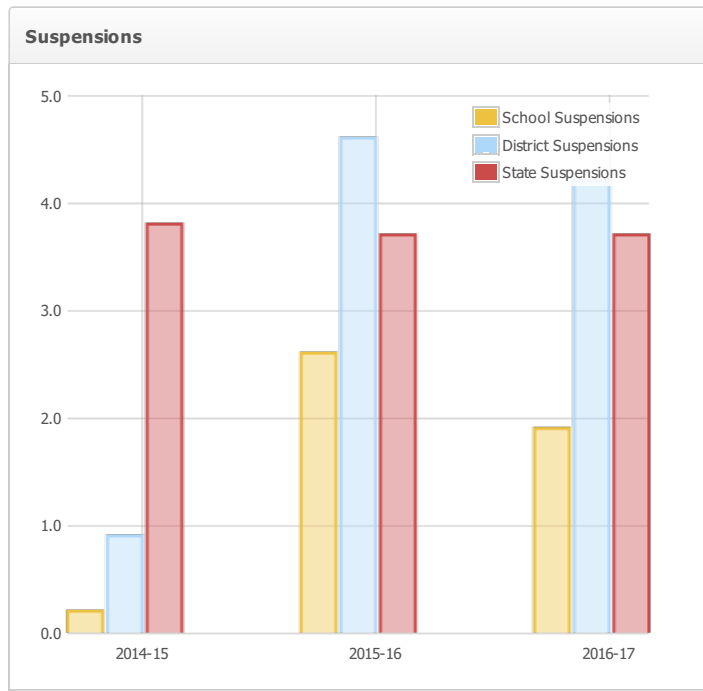
# State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.2%	2.6%	1.9%	0.9%	4.6%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/8/2018

## School Safety Plan (School Year 2017-18)

The safety of everyone at Cambridge is one of our highest priorities. The School Site Safety plan is evaluated and revised annually each spring by the principal, members of the School Site Council and the Safety Committee. Each year the revisions are shared and reviewed with the entire staff. The School Site Safety Plan is a disaster preparedness plan which lays out steps that are taken to ensure student and staff safety during an emergency. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and during recess by teachers. During lunch, noon duty supervisors monitor students. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 11/13/2017

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Last updated: 1/17/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2	2	0	22.0	0	4	0	20.0	1	4	0
1	24.0	0	3	0	26.0	0	3	0	21.0	1	2	0
2	21.0	0	3	0	20.0	2	1	0	21.0	1	3	0
3	26.0	0	3	0	26.0	0	3	0	19.0	3	0	0
4	28.0	0	4	0	30.0	0	3	0	27.0	0	3	0
5	35.0	0	0	2	29.0	0	3	0	32.0	0	2	1
6	26.0	0	4	0	30.0	0	3	0	28.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/16/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

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)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0.5	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	3.0	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: 1/25/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6437.6	\$928.7	\$5508.9	\$70574.4
District	N/A	N/A	\$5406.4	\$70451.8
Percent Difference – School Site and District	N/A	N/A	1.9%	0.2%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	-17.6%	-5.4%

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

*Last updated: 1/17/2018*

## Types of Services Funded (Fiscal Year 2016-17)

Travis Unified receives Local Control Funding Formula (LCFF) funding from the state. Part of this funding is Supplemental Grant Funding (SGF) which is used to meet the needs of low income students, English learners, foster youth, and homeless children. In addition, we receive Title I funding, which is used at the middle school to provide targeted instruction for struggling students. Title I funding is also used for professional development. We receive Title II funding for professional development, and Title III funding to support English learners. We also receive some funding for Special Education.

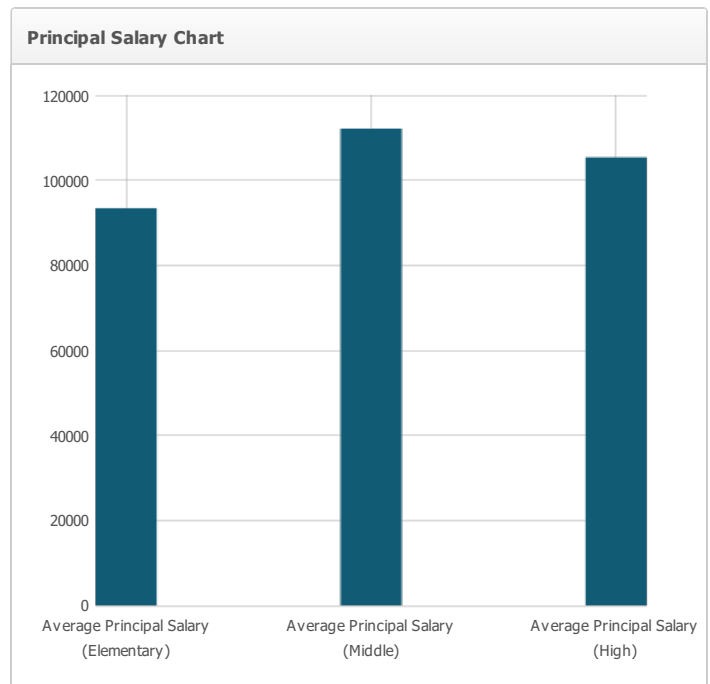
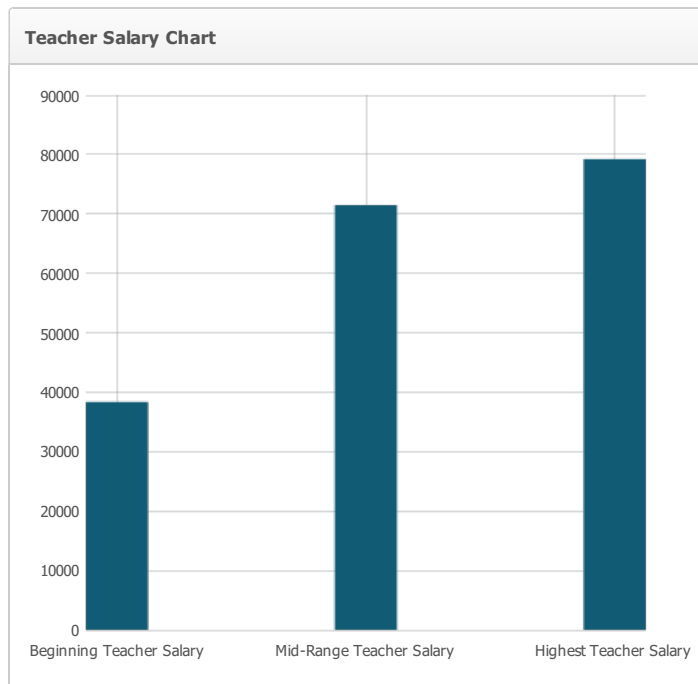
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific student subgroups. The eight state priority areas are student achievement, implementation of state standards, student engagement (attendance and dropout rates), school climate, parent involvement, basic services, course access, and other locally determined student outcomes.

*Last updated: 1/19/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,365	\$46,511
Mid-Range Teacher Salary	\$71,479	\$73,293
Highest Teacher Salary	\$79,235	\$92,082
Average Principal Salary (Elementary)	\$93,422	\$113,263
Average Principal Salary (Middle)	\$112,100	\$120,172
Average Principal Salary (High)	\$105,367	\$131,203
Superintendent Salary	\$180,000	\$213,732
Percent of Budget for Teacher Salaries	37.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



*Last updated: 1/17/2018*

## Professional Development



Staff members have a variety of opportunities for professional development. We have a full day of professional development in October, plus a variety of workshops throughout the year. Teachers received training in technology (including website development), English Language Arts / Math strategies, Multi-Tiered Systems of Support, and Special Education processes. Teachers worked in PLCs (teacher work teams) and curriculum development groups to develop pacing guides, align curriculum to standards, and to develop assessments. Additionally, elementary administrators and teachers attended "No Excuses University" training. Kagan Cooperative Learning workshops were offered during the summer.

*Last updated: 1/19/2018*