

Center 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.

Sandra Rushford, Principal

Principal, Center Elementary

About Our School

Aloha, my name is Sandra Rushford and I am the principal of Center Elementary School for Travis Unified School District. I have had the pleasure of being an educator for over 25 years, and during that time period I served as an elementary school teacher, TUSD mentor teacher, intervention specialist, and recently was the interim principal for Center Elementary School. As a high achieving administrator some of the top priorities include setting high academic standards for all students, incorporating high level educational programs that support college and career readiness and fostering a culturally proficient school.

I am committed to serving the students, families, staff members and school district to provide quality instructional programs, while maintaining strict confidentiality and demonstrating impeccable integrity as we build a collaborative school vision that will infuse systemic change.

Contact

Center Elementary
3101 Markeley Ln
Fairfield, CA 94533-6676

Phone: 707-437-4621
E-mail: srushford@travisusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Travis Unified
Phone Number	(707) 437-4604
Superintendent	Pam Conklin
E-mail Address	pconklin@travisusd.org
Web Site	www.travisusd.org

School Contact Information (School Year 2018—19)	
School Name	Center Elementary
Street	3101 Markeley Ln
City, State, Zip	Fairfield, Ca, 94533-6676
Phone Number	707-437-4621
Principal	Sandra Rushford, Principal
E-mail Address	srushford@travisusd.org
Web Site	www.travisusd.org/domain/9
County-District-School (CDS) Code	48705656051254

Last updated: 1/5/2019

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

School Description

Center Elementary School sits on nine acres situated midway between San Francisco and Sacramento in northern Solano County. Center Elementary School is one of 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. Center Elementary School has been recognized as a California Distinguished School.

Mission Statement

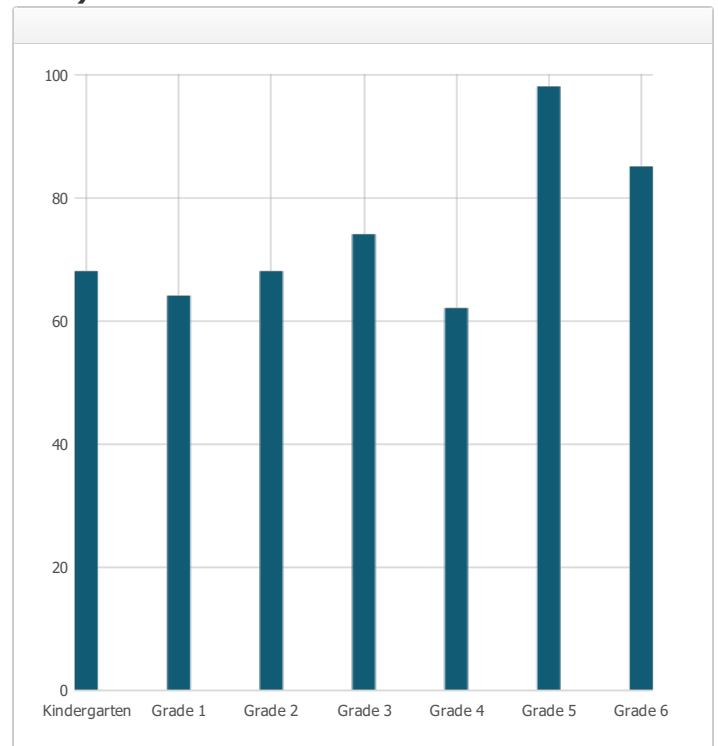
Center Elementary School is committed to assure that all students experience a learning environment that will assist them to achieve their greatest potential to adapt and adjust to a diverse, ever-changing society. As a high achieving school some of our top priorities include setting high academic standards for all students incorporating high level educational programs that support college and career readiness and fostering a culturally proficient school. Center Elementary is committed to providing a comprehensive educational program in a safe learning environment. Our mission is to have all students know, understand, and be able to demonstrate proficiency of the grade level set forth by the state of California and adopted by the Travis Unified School District.

- To provide a place where staff, students, and parents can share in the teaching-learning process and feel free to communicate their individual needs.
- To offer a place where staff, students, and parents feel there is a sense of safety and a positive atmosphere for teaching and learning.
- To be responsible for an atmosphere where staff, students, and parents can communicate their concerns to the teachers and administration.
- To provide a school program designed to address the wide variation in physical, intellectual, and social-emotional development of the students, including English Language Learners and students with special needs.
- To make available a process of student evaluation which reports the many aspects of development and requires substantial parent, teacher, and student involvement.
- To ensure a setting which promotes self-discipline, self-advocacy and encourages personal and collective responsibility.
- To provide a setting that develops the respect for the rights of individuals, encourages free expression of ideas, and openness to the beliefs of others.
- To deliver a well-rounded educational opportunity by providing visual and performing arts instruction to all students.

Last updated: 1/7/2019

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	64
Grade 2	68
Grade 3	74
Grade 4	62
Grade 5	98
Grade 6	85
Total Enrollment	519



Last updated: 1/5/2019

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

Student Group	Percent of Total Enrollment
Black or African American	15.0 %
American Indian or Alaska Native	0.8 %
Asian	5.8 %
Filipino	23.5 %
Hispanic or Latino	23.3 %
Native Hawaiian or Pacific Islander	1.0 %
White	18.9 %
Two or More Races	10.8 %
Other	0.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.1 %
English Learners	4.8 %
Students with Disabilities	8.9 %
Foster Youth	%

A. Conditions of Learning

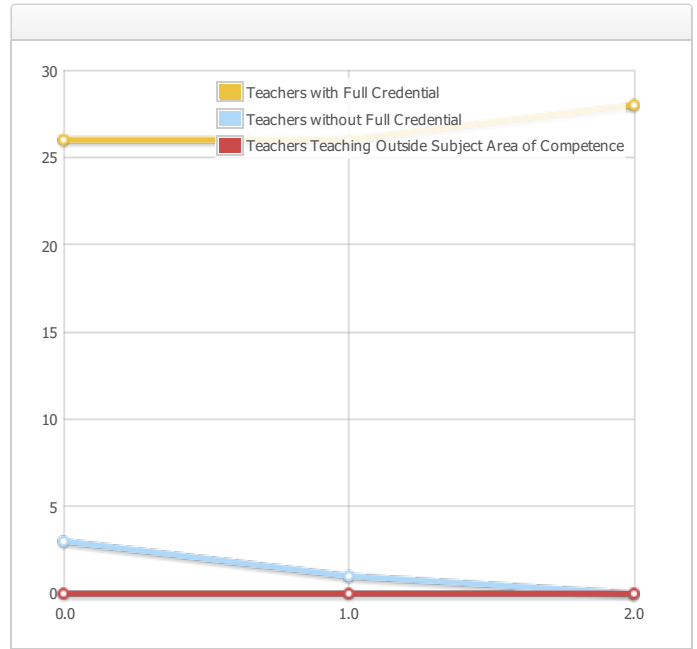
State Priority: Basic

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	26	26	28	289
Without Full Credential	3	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2019

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: 1/7/2019

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

Year and month in which the data were collected: January 2019

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 Kindergarten Our World, Now and Long Ago© 2007 First Grade A Child's View © 2007 Second Grade People We Know © 2007 Third Grade Our Communities © 2007 Fourth Grade A Changing State © 2007 Fifth Grade Making a New Nation © 2007 Pearson Sixth Grade: Ancient Civilizations: My World Interactive © 2019	Yes	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: 1/8/2019

School Facility Conditions and Planned Improvements

The principal works daily with the lead custodian. The lead custodian communicates with the roving custodian team to ensure that the cleaning of the school is maintained to provide for a clean and safe school. Currently the district has no specific policy on cleaning requirements and has adopted the CASBO Custodial Handbook and applied the cleaning standards and care of equipment for this purpose.

District 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 highest priority are given to emergency repairs. Facilities Master Plan Policy (BP7110) and the Environmental Safety Policy (BP 3514) guide the maintenance and repair protocols for the district.

Last updated: 1/9/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Significant cracks, trip hazards, holes, or deterioration: <ul style="list-style-type: none"> • Kinder playground • Lower playground B • Upper playground A

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 1/8/2019

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)	54.0%	55.0%	56.0%	57.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	44.0%	41.0%	42.0%	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: 1/7/2019

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	319	316	99.06%	55.06%
Male	175	173	98.86%	47.98%
Female	144	143	99.31%	63.64%
Black or African American	58	58	100.00%	29.31%
American Indian or Alaska Native	--	--	--	
Asian	22	22	100.00%	72.73%
Filipino	68	68	100.00%	75.00%
Hispanic or Latino	79	78	98.73%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	51	49	96.08%	53.06%
Two or More Races	30	30	100.00%	60.00%
Socioeconomically Disadvantaged	107	106	99.07%	37.74%
English Learners	35	35	100.00%	57.14%
Students with Disabilities	30	29	96.67%	--
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: 1/7/2019

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	319	316	99.06%	43.67%
Male	175	173	98.86%	41.62%
Female	144	143	99.31%	46.15%
Black or African American	58	58	100.00%	22.41%
American Indian or Alaska Native	--	--	--	
Asian	22	22	100.00%	50.00%
Filipino	68	68	100.00%	67.65%
Hispanic or Latino	79	78	98.73%	33.33%
Native Hawaiian or Pacific Islander	--	--	--	
White	51	49	96.08%	51.02%
Two or More Races	30	30	100.00%	43.33%
Socioeconomically Disadvantaged	107	106	99.07%	27.36%
English Learners	35	35	100.00%	40.00%
Students with Disabilities	30	29	96.67%	6.90%
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: 1/7/2019

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/7/2019

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	17.7%	27.4%	33.9%

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: 1/7/2019

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)

We have a high level of parent engagement and involvement at Center 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. Fathers, uncles and grandfathers can participate in the Watch Dog Dad's group and volunteer in a variety of ways. The Superintendent's Advisory Committee includes parent representatives from Center. Our school also benefits from partnerships with local businesses and services in our local community.

Contact Information

Parents who wish to participate in Center Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school at (707) 437-4621.

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

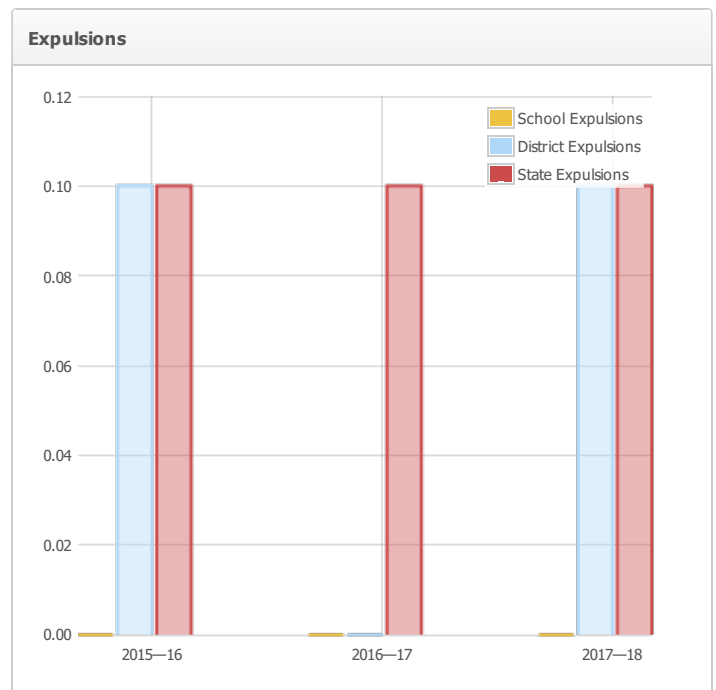
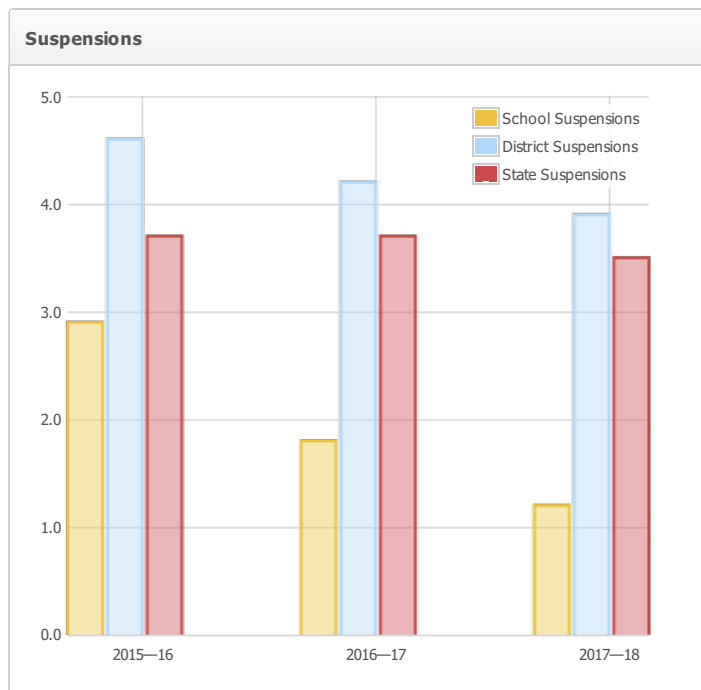
State Priority: School Climate

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	2.9%	1.8%	1.2%	4.6%	4.2%	3.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/7/2019

School Safety Plan (School Year 2018—19)

The safety of students and staff is a primary concern of Center Elementary School. The School Site Safety Plan is evaluated and revised annually in the fall by the principal and members of the School Site Council (SSC). The revisions are then shared with the entire staff. Key elements of the Safety Plan are the school's physical environment, social environment, cultural environment, and the Emergency Response Team. Included within the School Site Safety Plan is a disaster preparedness plan which lays out steps that are to be taken to ensure student and staff safety during a disaster. Our Emergency Plan follows the National Emergency System model. 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. In addition we also have traffic supervisors before and after school to ensure student safety for arrival and dismissal times. All visitors to the school must sign in first at the school office and receive a visitor's badge.

Last updated: 1/9/2019

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	1	2	
1	22.0	1	2	
2	22.0		2	
3	27.0		3	
4	36.0			2
5	31.0		2	
6	30.0		3	
Other**				

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

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	2	1	
1	23.0		3	
2	24.0		3	
3	28.0		2	
4	30.0		3	
5	27.0		3	
6	32.0		2	1
Other**	4.0	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	17.0	4		
1	27.0		2	
2	26.0		3	
3	23.0		3	
4	31.0		2	
5	32.0		2	1
6	28.0		3	
Other**	9.0	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.

Last updated: 1/7/2019

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)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.5	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	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: 1/10/2019

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	\$6153.0	\$780.0	\$5373.0	\$65018.0
District	N/A	N/A	\$6798.0	\$70311.0
Percent Difference – School Site and District	N/A	N/A	-21.0%	-8.0%
State	N/A	N/A	\$6574.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	-25.0%	-15.0%

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

Last updated: 1/8/2019

Types of Services Funded (Fiscal Year 2017—18)

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.

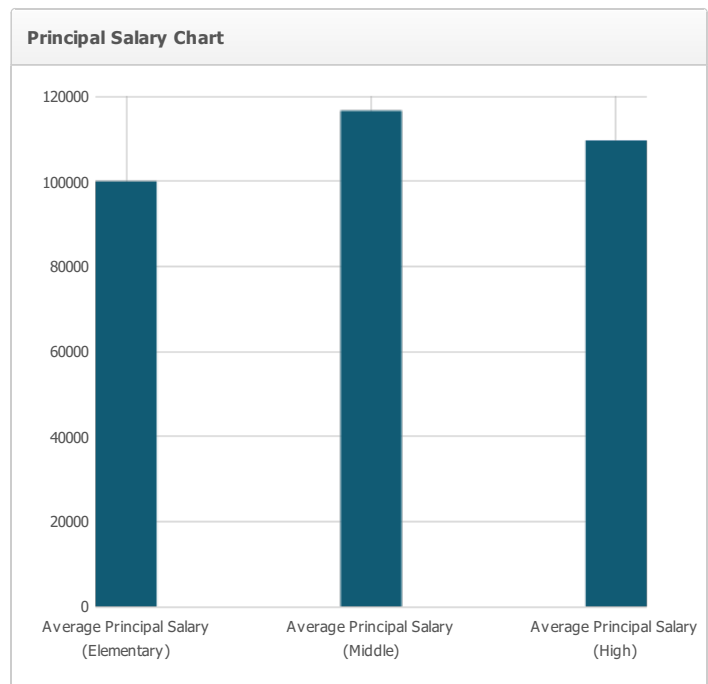
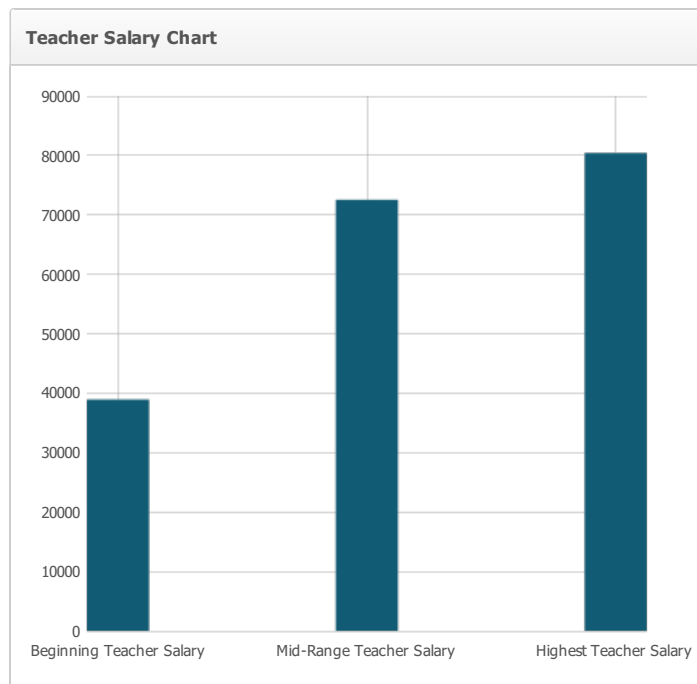
With LCFF, districts are required to develop, adopt, and annually update a three year Local Control and Accountability Plan (LCAP). The LCAP and budget must demonstrate how the district is using funds to address the eight state priority areas and improve outcomes for all students as well as specific 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: 1/8/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,940	\$47,547
Mid-Range Teacher Salary	\$72,551	\$74,775
Highest Teacher Salary	\$80,424	\$93,651
Average Principal Salary (Elementary)	\$99,969	\$116,377
Average Principal Salary (Middle)	\$116,584	\$122,978
Average Principal Salary (High)	\$109,582	\$135,565
Superintendent Salary	\$185,170	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/7/2019

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 and ADA Accessibility training), 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.

Last updated: 1/8/2019