

Columbus Tustin Middle School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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/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 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 2017-18)

School Contact Information	
School Name	Columbus Tustin Middle School
Street	17952 Beneta Way
City, State, Zip	Tustin, CA 92780
Phone Number	(714) 730-7352
Principal	Maggie Burdette
E-mail Address	mburdette@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/ct
CDS Code	30-73643-6030589

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

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

Columbus Tustin Middle School is a positive and supportive learning community where all students are expected to maximize their academic and social potential. At Columbus Tustin Middle School, we believe that all students will become leaders of the PACK by demonstrating:

Pride - in themselves, their learning, our school and community.

Achievement - by being organized and putting forth their best effort.

Character - demonstrated by the positive decisions they make.

Knowledge - that is positively applied to all areas of life.

At Columbus Tustin, in order to monitor student progress, we regularly meet as Professional Learning Community teams to review state assessment data, as well as local data such as CELDT scores and teacher and district level common formative and summative assessments. Analysis of state and local assessment data indicates an ongoing need to target support for our achievement gap subgroups. To that end, targeted support for our English Learner students will continue to be a school-wide focus. Grade level teams of teachers utilize weekly late start time to collaboratively analyze the results of common assessments and use that data to provide students additional time and support towards meeting grade level standards. The teams also utilize their data analysis to revise curriculum in a cycle of continuous improvement.

Columbus Tustin is an AVID National Demonstration School and also offers a comprehensive Applied Math and Science Magnet program. We provided a school-wide tutorial period embedded into our schedule to provide both intervention and enrichment opportunities to all students. Other school-wide programs include Systematic ELD instruction, Study Skills Classes, Homework and Math Academy, as well as ASES after-school academic support and enrichment.

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

Grade Level	Number of Students
Grade 6	283
Grade 7	303
Grade 8	323
Total Enrollment	909

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	8.4
Filipino	1.2
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	0.3
White	12.8
Two or More Races	1
Socioeconomically Disadvantaged	72.2
English Learners	32.9
Students with Disabilities	11.4
Foster Youth	0.2

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	37	35	34	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	6	3	52

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	6	3
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.

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

Year and month in which data were collected: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>State-Adopted Textbooks Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Literature and Language Arts (2003) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption in 2003.</p> <p>Supplemental Textbooks and Materials National Geographic Inside (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart, and Winston Course 1: Numbers to Algebra (2008) – Grade 6 and Course 2: Pre-Algebra (2008), Pearson/Prentice Hall California Algebra I (2009), and McDougall Littell Geometry (2007) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2009.</p>	Yes	0%
Science	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks</p> <p>Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston World History – Ancient Civilizations (2006), World History – Medieval to Early Modern Times (2006), and U. S. History – Independence to 1914 (2006) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2007.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	State-Adopted Textbooks Textbooks for Spanish, French, and exploration foreign language instruction are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Adelante (1999) and En Camino (1999) are the state adopted Spanish textbooks for the District. Glencoe/McGraw Hill Bienvenue (1998) and Prentice Hall Bon Voyage (2001) are the state adopted French textbooks for the District. These textbooks were adopted by the Board of Education in 1999, 2000, and 2001.	Yes	0%
Health	Textbooks are state-adopted, in good condition, and are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in middle school. Pearson/Prentice Hall Focus on Earth Science California Edition (2008), Focus on Life Science California Edition (2008), and Focus on Physical Science California Edition (2008) are the state adopted textbooks for the District. These textbooks were adopted by the Board of Education in 2008.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The 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 that emergency repairs are given the highest priority.

Columbus Tustin Middle School is located on 21.85 acres within the city of Tustin and was established in 1959 as the first intermediate school in the Tustin Unified School District. Students and staff are proud of Columbus Tustin Middle School and take good care of the facility. The school is attractive, clean, and well-maintained by a conscientious custodial staff. All buildings and portable classrooms are in good working condition. The facilities include a multipurpose room and activities center where many District, community, and site performances, workshops, parent and student meetings, special assemblies and concerts take place. The school's large, grass-covered sports fields serve as a hub of school and community athletic events after school and on weekends. During the 2017-18 school year, a solar project will be completed which will include installation of solar panels on a covered parking lot and over an unused grassy area next to the administration office.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/7/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/7/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	46	49	62	62	48	48
Mathematics (grades 3-8 and 11)	39	36	52	52	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.

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	892	888	99.55	48.54
Male	470	468	99.57	41.24
Female	422	420	99.53	56.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	73	98.65	89.04
Filipino	--	--	--	--
Hispanic or Latino	668	666	99.7	38.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	111	99.11	77.48
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	646	643	99.54	36.24
English Learners	468	464	99.15	26.29
Students with Disabilities	101	101	100	5.94
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.

**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	892	891	99.89	36.14
Male	470	470	100	34.04
Female	422	421	99.76	38.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	74	74	100	87.84
Filipino	--	--	--	--
Hispanic or Latino	668	668	100	23.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	112	112	100	72.32
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	646	646	100	21.98
English Learners	468	468	100	14.53
Students with Disabilities	100	100	100	7
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.

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

Subject	Percent 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)	75	77	73	71	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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.2	27.4	26

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 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)

Through the school year, Columbus Tustin administration holds parent orientation meetings to inform parents of the school policies and expectations. Parent education, general school site information and resources and referrals will be provided through at-risk conference meetings, parent-teacher conferences, Report Card Night, the Parent Teacher Organization (PTO), School Site Council, and the English Learner Advisory Committee (ELAC). The Principal's newsletter, an informative update of school-related activities is sent home to assist parents with the current aspects of campus life. Additionally, an automated phone call-out system (NTI Connect Ed) is utilized to notify parents of school-wide activities, upcoming events, projects, student attendance, and important notices. Columbus Tustin's parental involvement is increasing due to efforts by the administration and entire staff. Parents of all our students are invited to become an active participant in a number of ways:

1. S.S.C. Columbus Tustin's School Site Council is a body of parents, and school staff that collaborates on issues that drive culture, professional development, and academic objectives. In addition, our S.S.C. serves as an advisory board for overall school improvement.
2. ELAC. Our English Language Advisory Council (ELAC) is a large group of parents representing our second language learners. These parents provide a wealth of information and support in reaching the overall school goals.
3. Magnet. C.T.'s Magnet Program has a solid parental backing for this "school within a school" program. Magnet Parents are encouraged to volunteer their time and resources to continue the strong showing of this high-performance program. Parents have established an academic booster club (Magnet Boosters) to support extended learning opportunities to our most gifted students.
4. P.T.O. The PTO is committed to making a difference by recognizing students, teachers, and staff, and supporting Columbus Tustin Middle School by sponsoring events such as the "Bulldog of the Month" luncheon, Dino Dash, the art and music program, the Tustin Tiller Days Parade, and numerous fundraisers throughout the course of the year.
5. Parents may participate in a variety of parent/family nights, which include technology training, guest speakers and family fun nights.

Each year Columbus Tustin hosts a Back-to-School Night where teachers meet with parents and present their programs and expectations. In May the campus hosts a showcase where parents can visit select classrooms and observe various student projects. Any parent interested in receiving more information about ways to become involved at Columbus Tustin Middle School may contact our Community Liaison, Marisol Flores, at 714-730-7352.

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	8.2	7.4	8.7	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SSC): 10/19/17

Date Updated and Approved by SSC: 10/19/17

Date Discussed by Staff: 8/17/17

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; school safety goals and objectives.

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		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32		33+	1-22		23-32	33+			
English	24	9	13	7	26	12	9	10	25	9	14	9
Mathematics	30	3	7	17	27	4	20	6	29	3	16	7
Science	27	5	8	11	33		8	13	35		2	16
Social Science	29	3	11	7	29	3	8	10	28	3	10	9

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

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	1.4	649
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,940	\$1,644	\$5,296	\$86,050
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-2.2	4.1
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-19.4	8.6

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

Types of Services Funded (Fiscal Year 2016-17)

Columbus Tustin Middle School receives categorical funding from Title 1 and EIA (Economic Impact Aid). These funds are used to support student learning and academic success in a variety of ways, including the following supplemental services to enhance our regular educational program:

- - Intervention sections within the master schedule to support students not meeting grade level standards in English Language Arts or Mathematics
- - ASES is a program that seeks to provide both homework support and student activities after the regular school day has ended.
- - Instructional materials that are a supplement to and not a replacement of the general education program lend further support to our teachers in the classroom.
- -Data analysis to identify those students in need of additional time and/or support
- - Tutorial program embedded within the regular school day

All resources used in the Columbus Tustin instructional program are designed to meet the specific needs of our students and are aligned with the guidelines of each funding source.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	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 efforts are focused on deepening the staff's implementation of research-based, highly effective instructional strategies. Our site level professional development plan aligns with our Single Plan for Student Achievement. The areas of focus for staff development are engaging and rigorous instructional strategies for English Learners, technology integration, and increasing instructional and formative assessment methods to align with Common Core State Standards. These areas were determined based on student achievement data and teacher survey data. In an effort to meet our goals with Professional Development, we have integrated tailored Professional Development opportunities before, during, and after school throughout the year. These efforts include teachers attending the AVID Institute, the TUSD Summer Institute, ELD training, and technology training seminars. An EL/Instructional Coach is on-site to support teachers during implementation and supports the facilitation of alternative forms of tailored Professional Development that include Collaborative Learning Visits for teachers to visit each other's classrooms throughout the year and Quarterly Planning Days for each Content Area to unpack standards, participate in data driven dialogues, and create common assessments collectively. All staff members participate in ongoing technology training to support our 1:1 iPad program and there is a Digital Learning Coach on campus 2-3 days a week working with teacher "fellows." In addition, 25 staff members attended the Tools for Teaching curriculum, a 12 week, 52 hour program voluntarily during the 2014-15 school year. A Positive Behavior Intervention and Supports team was established in 2015-16 and is trained annually to further support student achievement and narrow the achievement gap.