

Guin Foss Elementary 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	Guin Foss Elementary School
Street	18492 Vanderlip Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7552
Principal	Ray Hernandez
E-mail Address	rhernandez@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/guin-foss
CDS Code	30-73643-6030605

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)

At Guin Foss Elementary, we are committed to providing an effective instructional program that promotes educational excellence for all students. Through rigorous standards, engaging strategies and the support of technology, we will encourage students to be independent thinkers and lifelong learners. In a safe, caring, and nurturing environment, Guin Foss students will develop responsibility for learning, as well as pride in self and school.

Guin Foss is a smaller school community with a huge welcoming feeling. With less than 500 students, the staff, students and parents all work together to make incredible strides in both academic and social areas. With a well-rounded curriculum including a visual and performing arts focus, students are exposed to and encouraged to grow and learn as they explore and share in their surroundings. The Guin Foss staff is proud to offer a rigorous academic program in an environment that supports all learners individually as necessary. Data from annual and trimesterly site and state assessments reflect the strong teaching and learning taking place. Specifically, the school's goals are to increase, by 5%, the amount of students at or above standard based on their 2018 CAASPP scores in comparison to 2017 CAASPP scores in both ELA and Math. To support these goals, small groups of students from Kindergarten to fifth-grade are supported through a Mutli-Tiered System of Support teacher.

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	74
Grade 2	65
Grade 3	86
Grade 4	68
Grade 5	70
Total Enrollment	460

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	7.6
Filipino	2
Hispanic or Latino	56.1
Native Hawaiian or Pacific Islander	0.2
White	29.6
Two or More Races	3.5
Socioeconomically Disadvantaged	46.5
English Learners	20.9
Students with Disabilities	9.1
Foster Youth	0

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	16	21	18	897
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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	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.

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</p> <p>Textbooks and support materials are state-adopted and 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 with state standards. The Units of Study for Teaching Reading and the Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins as well as K-2 Phonics Lessons by Irene Fountas and Gay Su Pinnell are the state adopted textbooks for the District. The Tustin Unified School District Board of Education approved these textbooks for adoption on December 12, 2016.</p> <p>Supplemental Textbooks and Materials</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Students have access to classroom libraries containing both literature and non-fiction text.		
Mathematics	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-adopted and 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. Houghton Mifflin Harcourt California Math Expressions Common Core (2015) is the state adopted core curriculum for the District. The Tustin Unified Board of Education approved this textbook for adoption on June 9, 2014.</p>	Yes	0%
Science	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and 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. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 2008.</p> <p>Supplemental Textbooks and Materials</p> <p>Stemscopes is a supplemental science curriculum used for grades TK-5. This curriculum is aligned to the Next Generation Science Standards and incorporates the three-dimensional learning model including cross-cutting concepts, science and engineering practices and disciplinary core ideas. The fully digital interactive curriculum is used in grades TK-5 and is supported with science toolkits to provide hands-on, inquiry-based science experiences in the classroom.</p>	Yes	0%
History-Social Science	<p>State-Adopted Textbooks</p> <p>Textbooks and support materials are state-approved and 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. Harcourt Reflections (K-5), 2007 is the state adopted core curriculum for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 26, 2007.</p> <p>Supplemental Textbooks and Materials</p> <p>Core novels that connect literature to social studies content are provided to each grade level.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	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. Health curriculum materials are incorporated in the Science textbooks in elementary school. Houghton-Mifflin California Science, Interactive Text (2007) is the state adopted textbook for the District. The Tustin Unified School District Board of Education approved this textbook for adoption on March 10, 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.

The school has recently been inspected and had no problems noted. In the summer of 2015 the school received the following maintenance and operations improvements: new air conditioning units for every building, new roof, new ceiling and lighting fixtures, new paint of entire exterior. During the summer of 2016 additional renovations included new carpeting and painting for the interior of every building. The school grounds are clean and well groomed. The students and parents work in the school garden during recess and after school to help beautify the school grounds and increase hands-on learning. The colorful murals and many trees add to the welcome of the school and grounds. The school received a report of exemplary with 100% of all categories being noted. There is ongoing, routine maintenance and upkeep of all buildings and facilities to present a safe, clean and well maintained learning environment.

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: 11/02/17				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/02/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/02/17				
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)	66	66	62	62	48	48
Mathematics (grades 3-8 and 11)	65	65	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	223	221	99.1	66.06
Male	108	108	100	62.96
Female	115	113	98.26	69.03
Black or African American	--	--	--	--
Asian	22	22	100	95.45
Filipino	--	--	--	--
Hispanic or Latino	117	117	100	53.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	68	97.14	80.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	118	116	98.31	55.17
English Learners	64	64	100	45.31
Students with Disabilities	24	22	91.67	22.73
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	223	221	99.1	64.71
Male	108	108	100	65.74
Female	115	113	98.26	63.72
Black or African American	--	--	--	--
Asian	22	22	100	90.91
Filipino	--	--	--	--
Hispanic or Latino	117	117	100	49.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	70	68	97.14	80.88
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	118	116	98.31	50.86
English Learners	64	64	100	42.19
Students with Disabilities	24	22	91.67	18.18
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)	77	81	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
5	25.4	23.9	32.4

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)

Nestled in a quiet neighborhood, Guin Foss Elementary has been called one of Tustin’s hidden treasures. With the high academic achievement of our students, Guin Foss is not as hidden as many have believed. Point in case, Over the past few years, Guin Foss has been recognized as a California Distinguished School, and California Gold Ribbon School. We have truly come a long way since the school reopened in 1997. It was then that our campus, which for years had housed the district’s instructional resource center and adult education classes, began its transformation into the high-achieving, outstanding elementary school that it is today. In the midst of the dirt, dust and paint of renovations, members of our staff and the parent community came together to lay the foundation for success. Parents are highly involved and active at Guin Foss, as evidenced by the many faces ever present on campus each and every day. Parents volunteer in many capacities such as room parents, classroom volunteers, lunch helpers, Red Ribbon Week Parent Representatives, Home School Communication with translations, website, Marquee, and Pace Message support, Authors Tea Volunteers, Spring Fling Coordinators, PTO Board Members, and a multitude of other student-centered support teams. Parents attend and participate in monthly PTO meetings, quarterly ELAC meetings and 4 times a year School Site Council meetings. Parents also attend Back to School night in the Fall and Open House in the Spring. Most recently, recruitment for Parents in Action is taking place which allows parents to lead organized lunch time activities. It's easy to see how parents are valued and welcomed at Guin Foss! Volunteers are always welcome and can contact the school Principal, Ray Hernandez, at (714) 730-7552 for opportunities to make a difference in the life of their child!!

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	1.5	3.1	4.2	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	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): 10/12/17

Date Updated and Approved by SSC: 10/12/17

Date Discussed with 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. Monthly drills are held on campus while school is in session to practice and review procedures.

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 (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	14	6			13	6			16	6	1	
1	29		3		32		2		25		2	
2	29		2		29		3		18	1	3	
3	30		3		31		2		27		3	
4	32		1	1	34			2	24	1		2
5	30		2		34			2	35			2
Other	7	1			6	1						

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.493	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	.6	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	\$8,124	\$2,001	\$6,123	\$91,754
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	13.1	11.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-6.9	15.8

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

Types of Services Funded (Fiscal Year 2016-17)

Guin Foss Elementary School receives funding for categorical programs that are available at our school site. These programs include Economic LCFF-EL and Title 1 -School-wide Program funds. The Tustin Public Schools Foundation and site PTO also support the school with donations and financial support throughout the year. The school’s Single Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement. Programs that are offered using categorical monies include Multi-Tiered Systems of Support (MTSS) which includes specialized teachers/staff for daily interventions for at-risk students, availability of additional support for ELD instruction, PE time to allow for PLC time for teachers, professional development opportunities, additional paraeducators to support all students, instructional materials and technology resources.

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)

2015-16: The teachers of Guin Foss implemented researched based teaching practices based on their on-going study of brain-based learning strategies. Teachers worked to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student’s writing skills each year. Our teachers vigorously pursued professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer’s Workshop. Study group meeting sessions as well as professional development staff meetings are planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. A District Connect Coach worked with grade level teams and teachers one on one to improve classroom instruction.

2016-17: The teachers of Guin Foss implemented researched based teaching practices based on their on-going study of best practices for reading and writing strategies. Teachers work to refine the implementation of writing strategies in all classrooms, providing a thorough writing curriculum that builds on student’s writing skills and the TC Units of Study. Our teachers vigorously pursue professional development through study groups in other cognitively based practices such as Cognitive Guided Instruction in mathematics and Writer’s Workshop. Study group meeting sessions as well as professional development staff meetings are planned throughout the school year focused specifically on the utilization of TC Units of Study for Reading and the integration of Technology. This year Guin Foss partnered with Benson Elementary School in TUSD for professional development through an organization called Momentum which was focused on writing.

2017-18: The teachers of Guin Foss continue to refine their teaching practices based on Teachers College Units of Study for Readers and Writers Workshop as well as Cognitively Guided Instruction. Our dedicated teachers engage in collaborative planning weekly with the support of a Connect Instructional Coach. The principal provides staff development meetings that focus on the processes of Balanced Literacy, English Language Development, Cognitively Guided Instruction, differentiated instruction, and behavior supports for inclusion students. We continue to meet weekly in Professional Learning Communities to plan and target instructional practices and spiral review, discuss technology integration, and student behavior supports. Teachers participate in district wide professional development online and in person throughout the school year. The school leadership team meets monthly to discuss school-wide timelines, data, and systems to support student learning.