

Peters Canyon Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Peters Canyon Elementary School
Street	26900 Peters Canyon Road
City, State, Zip	Tustin, CA 92782
Phone Number	(714) 730-7540
Principal	Brooke Carreras
E-mail Address	bcarreras@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/peters-canyon
CDS Code	30-73643-6114482

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 2018-19)

The mission of Peters Canyon Elementary School is to promote academic, social, and technological excellence in a caring environment and to prepare students, in partnership with parents and our community, to be life-long, self directed learners in a diverse society.

Peters Canyon serves 500 students in transitional kindergarten through grade five. Our campus represents diverse cultures and includes general education as well as special education scholars. We provide our scholars a well rounded academic curricula including Balance Literacy, Math, Science, Social Science, English Language Development, as well as Physical Education, Music, and Art. Technology is integrated throughout the instructional day to support learning. Our scholars attend the Innovation Station weekly, where they have the opportunity to create, collaborate, communicate, and think critically through a variety of STEAM activities. They practice coding skills, make movies, build circuits, and create unique ways to solve real world problems using everyday items from our makerspace. PCE utilizes Positive Behavior Intervention and Support (PBIS) to create a positive climate on our campus. Scholars are taught expected behaviors across campus and they are practiced regularly. Staff acknowledges students regularly for exhibiting appropriate behaviors by giving "Golden Tickets" which can be used in our Scholar Store each month. Our scholars have the opportunity to participate in FRIENDS Club, a mentoring opportunity for our general and special education scholars, Technology Team, Student Council, Robotics, as well as a variety of after school programs sponsored by our PTO.

Teachers and staff are committed to helping each child reach his or her individual best both academically and social-emotionally. Our CAASPP scores demonstrate our excellence in academics, however we remain focused on continuous improvement. Our ongoing improvement efforts as defined in our school plan include English Language Arts, Math, English learners, and Wellness. We utilize Fountas & Pinnell Running Record Reading Assessments three times each year, as well as the CAASPP interim assessments, and formative assessments to measure student growth and determine instructional adjustments to be made. Struggling scholars are provided in-class intervention as well as extended intervention through our Multi-tiered System of Support. Social emotional learning is critical to our mission and staff is diligent in fostering the concept of being "Bucket fillers" by being kind, inclusive, and caring toward others. Teachers give our "Bucket fillers" daily to acknowledge scholars for working hard, staying focused, helping others, displaying grit and perseverance, as well as other traits that build successful citizens. We also foster a growth mindset in our scholars by helping them understand that making mistakes is important to helping us learn both academically and socially.

Peters Canyon is a "Family" of learners, and our parents are key to helping us meet the needs of all students. There are many opportunities for our parents to participate including performances, presentations, family nights, book clubs, as well as leadership and committee roles on PTO. Peters Canyon Elementary School offers a variety of extra-curricular and enrichment opportunities including after school volleyball, basketball, robotics, art, scouting, and before/after school child care at an on-site Child Development Center.

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	85
Grade 2	73
Grade 3	91
Grade 4	74
Grade 5	68
Total Enrollment	497

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.0
Asian	38.4
Filipino	3.0
Hispanic or Latino	19.7
Native Hawaiian or Pacific Islander	0.2
White	28.8
Socioeconomically Disadvantaged	12.5
English Learners	9.9
Students with Disabilities	11.1
Foster Youth	0.0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	20	20	21	917
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	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 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, 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 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 Students have access to classroom libraries containing both literature and non-fiction text. HMH Leveled Literacy Intervention Kits support students reading below grade level. MaxScholar online is a supplemental support program used as well.</p>	Yes	0%
Mathematics	<p>State-Adopted Textbooks 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> <p>Cognitively Guided Instruction is provided as support strategies.</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>State-Adopted Textbooks 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 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 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: In grades 4-5, students experience "Walk Through California" and "Walk Through the Revolution" as a supplement to their adopted texts.</p>	Yes	0%
Health	<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. 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.</p>	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.

Peters Canyon Elementary takes pride in the campus and maintaining a safe and effective learning environment. School facilities are supported and maintained by both on site custodial personnel and district maintenance and operations. The Tustin Unified School District inspects each school on an annual basis to ensure the safety of all school members. The facility inspection upon which this report was generated resulted in a rating of "good" in all categories, with no action items for repair. Recent upgrades have been made to our campus. In 2018, our kindergarten play structure was replaced, and the parking lot was resurfaced. The PTO provided upgrades to our teachers lounge, technology, playground, garden, and drinking fountains/water bottle filling stations.

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: 11/15/18		
System Inspected	Repair Status	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	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/15/18	
Overall Rating	Exemplary
	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	81.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	76.0	78.0	52.0	53.0	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	216	98.18	81.48
Male	106	104	98.11	78.85
Female	114	112	98.25	83.93
Black or African American	--	--	--	--
Asian	91	89	97.80	86.52
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.50	69.23
White	73	72	98.63	83.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	62.50
English Learners	29	28	96.55	64.29
Students with Disabilities	12	9	75.00	55.56

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	220	217	98.64	77.88
Male	106	105	99.06	81.9
Female	114	112	98.25	74.11
Black or African American	--	--	--	--
Asian	91	90	98.9	84.44
Filipino	--	--	--	--
Hispanic or Latino	40	39	97.5	58.97
White	73	72	98.63	80.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100	50
English Learners	29	29	100	68.97
Students with Disabilities	12	9	75	44.44

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	16.2	55.9

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.

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)

The involvement of family and community is paramount to student success. Peters Canyon Elementary School is committed to maintaining an active partnership with parents and our community, with a focus on what is best for children. The entire Peters Canyon Elementary School community works collaboratively as a knowledgeable, enduring support system to enable every scholar to become a lifelong, self-directed learners prepared for the twenty-first century.

Our PTO is an active presence on campus and a group always looking for additional volunteers. Parents are invited to participate in School Site Council Meetings, English Learner Advisory Council Meetings, Principal Coffee Chats, Back to School events, Open House, Fundraisers, Family Nights, and various events held on campus throughout the year. Parents are encouraged to call the school office or view our PTO website to obtain date specific information. Office: 714-730-7540

<https://sites.google.com/site/peterscanyonpto/home>

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.0	0.0	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SSC): 10/25/18

Date Updated and Approved by SSC: 10/25/18

Date Discussed by Staff: 8/9/18

To ensure a safe and supportive environment for all school members, Peters Canyon has established a comprehensive School Safety Plan that includes the following: Disaster procedures, routine and emergency (SEMS); suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; child abuse reporting procedures, sexual harassment policy, school-wide behavior plan and dress code, procedures for safe ingress and egress; and school safety goals. The School Safety Plan is revised annually to ensure timely and updated materials and procedures. School personnel and students participate in monthly fire/earthquake and evacuation drills. Annually, staff members participate in training on the safety procedures, as well as, a crisis drill and mock lock down to help prepare teachers in the event of an emergency.

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)

Grade Level	2015-16				2016-17				2017-18			
	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	16	9	1		16	7	1		16	7	1	
1	28		2		26		2		26		2	
2	29		2		26		3		26		3	
3	27		3		29		2		23	1	2	
4	30		3		26		3		33		1	1
5	28	1		3	26	1	3		33			2
Other									20	1	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.

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
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.49375	N/A
Psychologist	.3	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,886	\$1,134	\$6,752	\$92,513
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	8.2	7.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-5.4	13.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Peters Canyon Elementary receives funding from the following state and federal categorical funds for programs and services: LCFF-Supplemental. Through the School Plan for Student Achievement, Peters Canyon Elementary has identified and allocated areas of funding to support student success. Current services funded through site categorical funds include ELD professional development, ELD instructional materials, technology, and ELD instructional support.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

All Tustin Unified School District certificated teachers participate in professional development day annually. Peters Canyon receives on-site coaching by a full time release teacher funded through the Cotsen Foundation. This full time coach works specifically with five mentee teachers for two years. The principal, coach, and mentees participate in off site trainings, attend conferences, collaborate and plan on a regular basis. The Cotsen Coach collaborates with our part-time Connect Coach to provide after school workshops in the areas of Balanced Literacy, mathematics, and science. All teachers are provided district staff development opportunities in Gifted and Talented Education, working with students with special needs, Social Emotional Learning, mathematics, and technology. In 2016-18, teachers participated in staff development in the following areas: Emergency CPR, Cognitively Guided Instruction, Readers Workshop, and technology integration through after school workshops, off site visitations, coaching, and professional readings. In 2018-19, staff development will focus on mathematics instruction, refining Readers and Writers Workshop, and social emotional learning. Areas for professional development were selected based on teacher survey and site, district, and state assessment data. Classified staff are provided with opportunities to grow professional through our district Leadership Academy as well as a job alike staff development day each year.