

Cypress Village Elementary

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	Cypress Village Elementary
Street	355 Rush Lily
City, State, Zip	Irvine, CA 92620
Phone Number	(949) 936-8900
Principal	Carla Beal
E-mail Address	carlabeal@iusd.org
Web Site	http://www.iusd.org/cy/
CDS Code	30-73650-0129155

District Contact Information	
District Name	Irvine Unified School District
Phone Number	949-936-5000
Superintendent	Terry Walker
E-mail Address	TerryWalker@iusd.org
Web Site	www.iusd.org

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

Cypress Village Elementary School continues to be one of the newest elementary schools in the Irvine Unified School District. We opened our doors for transitional kindergarten through grade 6 students on September 2, 2014. In three short years, Cypress Village staff, in collaboration with our parents, students, and community partners, has created a broadly effective educational program that focuses on individual student needs. In doing so Cypress Village Elementary has created a sense of unity and pride among all stakeholders at our school, and has been recognized as a California Gold Ribbon School. Cypress Village is a neighborhood school that serves the immediate community, which is continuing to grow and expand. This year Cypress Village has been identified as a schoolwide Title I school. Our parents value student achievement and they generously support the goals of the school program. It's through our collaboration with our families and community partners that a positive school culture exists with targeted emphasis on a School-Wide Positive Behavioral Interventions & Supports system. We work collectively to establish clearly defined behavior expectations and positive reinforcement for all students. Our school-wide system enables Cypress Village staff to consistently promote, teach, and maintain appropriate student behavior. At Cypress Village we STORM!

Our facility houses 36 classrooms, including three self-contained autism specific special education classrooms, as well as, a learning center program for students with mild to moderate disabilities. The classrooms are designed to promote collaboration and to facilitate technology-supported teaching. Our site also includes dedicated spaces for music, science, innovation, therapy support and living skills development. Our school has a state-of-the-art tech infrastructure to support our mobile technology focus which includes iPads in grades TK-2, and 1:1 chrome books in grades 2-6. Our media center serves as a hub for the school, providing an inspiring venue for students to engage with literacy and explore STEAM.

Cypress Village has a dedicated group of teachers and staff that work together to ensure that our children have the best possible education. Our devoted staff has carefully addressed various learner needs, including students in our autism specific program, special education programs, English Language learners, and GATE identified students. Our success is a result of the hard work of your hugely committed stakeholders and the effectiveness of our dedication to link standards, academic support, and assessment components to student outcomes, using a standards-based system of education coupled with a system-wide multi-tiered model of curriculum. Our goal is to prepare children academically and socially for the many challenges that they will face in their lives, and our vision and beliefs are at the core of every decision. Therefore, we plan a curriculum that prepares them with the knowledge and skills necessary to develop attitudes and values that will serve them for a lifetime.

Cypress Village Vision and Beliefs

Our Vision

Cypress Village is a diverse learning community united in its unwavering dedication to empower students to become responsible, respectful citizens prepared to engage in their future.

Our Beliefs

As a staff we believe... in creating responsible, contributing citizens who persevere to learn, take risks, and feel connected to their school.

As a staff we strive... to educate and nurture the whole child, creating a balanced experience that fosters a love for learning as we prepare students to be life-long learners.

As a staff we are committed to... valuing and celebrating students' diversity as we collaborate to hone skills in a healthy and fun learning environment.

As a staff we will maintain... a safe environment that upholds the highest expectations where teachers inspire collaboration, technology is essential and innovation ensures learning continues beyond the classroom.

We are a village of invested learners where everyone is a stakeholder as we partner with families and the global community.

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

Grade Level	Number of Students
Kindergarten	183
Grade 1	124
Grade 2	156
Grade 3	154
Grade 4	136
Grade 5	132
Grade 6	139
Total Enrollment	1,024

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.3
Asian	57.3
Filipino	6.2
Hispanic or Latino	8.2
Native Hawaiian or Pacific Islander	0.0
White	18.4
Socioeconomically Disadvantaged	21.7
English Learners	32.4
Students with Disabilities	7.5
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	38.8	38.60	42.10	1507.07
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	1.15	1.50	77.61

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.

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

Year and month in which data were collected: August 2018

All textbooks being used by students are from the most recent adoption. Second grade is piloting two separate ELA textbook programs, both California State approved curriculum to meet the Common Core State Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in August, 2018. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cypress Village is a newer school with additional structures added to the original building plan. In each phase of construction the facility has added classrooms to support expanded student growth. The school across settings is safe, clean and provides an appropriate learning environment for all students. Any minor maintenance repairs are handled quickly and repair is ensured complete and in good standing. We continue to monitor our facilities to determine if any repairs of facility improvements are needed.

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: 12/12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	R- 21: 4. SMALL CHIPS IN WHITEBOARD (PER TEACHER)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	MUSIC RM: 7. OUTLET COVER IS MISSING ON CEILING IN HALLWAY AT EXIT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	13: 10. FIRE SPRINKLER COVER IS MISSING ON CEILING
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: 12/12/2018	
Overall Rating	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)	74.0	80.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	74.0	72.0	74.0	74.0	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	541	519	95.93	79.58
Male	298	285	95.64	76.49
Female	243	234	96.30	83.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	316	301	95.25	84.39
Filipino	23	23	100.00	91.30
Hispanic or Latino	46	45	97.83	55.56
White	95	89	93.68	71.91
Two or More Races	49	49	100.00	83.67
Socioeconomically Disadvantaged	122	119	97.54	62.18
English Learners	202	184	91.09	69.57
Students with Disabilities	34	31	91.18	41.94
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	549	533	97.09	72.05
Male	304	292	96.05	70.21
Female	245	241	98.37	74.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	321	312	97.2	82.37
Filipino	24	23	95.83	78.26
Hispanic or Latino	48	45	93.75	37.78
White	95	92	96.84	56.52
Two or More Races	49	49	100	67.35
Socioeconomically Disadvantaged	126	122	96.83	52.46
English Learners	206	198	96.12	64.65
Students with Disabilities	42	31	73.81	45.16
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	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	15.7	21.3	49.6

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)

Cypress Village welcomes and values our parent volunteers. Without our volunteers, many programs and activities would not be possible. There are a variety of avenues for parents to volunteer their time and talents to our school. These include:

- Classroom/Library Assistance: Classroom teachers and our library staff will recruit parent help at the beginning of the school year. There are opportunities for parents to work directly with students, to complete clerical tasks, and to complete tasks at home.
- School Site Council: This group is composed of staff and parent members whose responsibility it is to plan, monitor, and evaluate our School Improvement Plan. Parent members are selected by a vote of all parents in the fall. Meetings and the agenda are listed in the front office, and all parents are welcome to attend.
- Parent-Teacher Association (PTA): This volunteer group is composed of all parents who wish to join. Its elected and appointed representative's goal is to support the programs here at Cypress Village and the overall educational system. A variety of programs and activities are scheduled throughout the year and coordinated by the PTA Board, which is elected in the spring of each year. All parents are encouraged to attend General Association meetings. Exact dates and times of all meetings, along with additional information is available online on our website.
- ELAC: The English Language Advisory Committee is composed of parents of English Language Learners who meet to review our instructional support of all their children. They meet as part of our School Site Council.
- Schoolwide volunteers: There are many opportunities for parents to support the whole school by supporting the front office, cafeteria, and various school programs.
- GATE Advisory Parent Representative- a parent from our GATE population collaborates with our site GATE coordinator to find ways to support our GATE program and GATE identified students.

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	0.1	0.1	0.2	1.2	1.6	1.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Below are the identified goals in Cypress Village's comprehensive safety plan. Our school safety plan was reviewed at our School Site Council meeting on October 11, 2018.

Goal 1: To lessen traffic in the surrounding neighborhood during arrival and dismissal. Objective: We will institute staggered arrival times with Upper Grade students arriving beginning at 7:45 am with classes starting at 8:00 am, while Primary Grade students preferred arrival time begins at 8:00 am with class beginning at 8:15 am.

Goal 2: To further secure our school campus, and to ensure that all adults on campus have been pre-screened, we have instituted a "Closed Campus". Objective: Campus will be closed both before and after school instructional hours, beginning at 7:45 am and ending at 2:45 pm. It is our expectation that this will effectively address the issues of adults entering student restrooms during school hours.

Goal 3: Our students and staff will continue to be safe in the event of a crisis. Objective: Safety team, in conjunction with administrative staff, and PTA will evaluate emergency supplies on-hand to ensure that, in the case of an emergency, adequate water, food, and other essential supplies will be available to support and sustain students and staff. Objective 2: Staff will develop and practice plans for accurate and efficient accounting and reunification of students with parents in an emergency. Emergency Team will provide a structure/system to account for all student, and staff.

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	23	2	7		30		6		31		6	
1	30		5		28	1	5		31		4	
2	26	1	5		30		5		26	1	5	
3	28		4		25	1	5		26	1	5	
4	32		1	2	30		4		34			4
5	28	1		3	33			4	32		3	1
6	34		1	2	26	1	2	1	34			4
Other									9	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)	0.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.63	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	2.525	N/A
Resource Specialist (non-teaching)	5.0	N/A
Other	1.2	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	\$4,558	\$224	\$4,333	\$75,797
District	N/A	N/A	\$5,566	\$82,232
Percent Difference: School Site and District	N/A	N/A	-24.9	-8.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-48.7	-6.3

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)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching, 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire staff including support for the Irvine Family Resource Center.

Finally, CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,823	\$47,903
Mid-Range Teacher Salary	\$85,411	\$74,481
Highest Teacher Salary	\$110,405	\$98,269
Average Principal Salary (Elementary)	\$121,210	\$123,495
Average Principal Salary (Middle)	\$146,697	\$129,482
Average Principal Salary (High)	\$165,402	\$142,414
Superintendent Salary	\$320,910	\$271,429
Percent of Budget for Teacher Salaries	34.0	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)

Staff will engage in professional development that is aligned to our School Site Plan.

Staff Development Days:

Aug. 17, 2018 - Site Professional Development (6 hrs) Staff engaged in PBIS Dovetail training, ELD Language Development, Literacy Performance Assessment training

Aug. 20, 2018 District PD (6 hrs) PLC - Professional Learning Communities Focus

Oct. 8, 2018 Site PD (6 hrs) Write From the Beginning and Beyond training-site based writing training, ELD Support, and PLC

Sept. 26, 2018 - ELD - English Language Development and Professional Learning Communities (PLC)

Jan. 23, 2019 - Behavior Management Training

Feb. 20, 2019 - Write from the Beginning and Beyond Training

Our professional development is determined by our school data, goals to support student learning in English language arts, math, science, and social sciences, and district initiatives.