

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

## Shawntel McCammon, Principal

Principal, Gretchen Higgins Elementary

### About Our School

Gretchen Higgins opened its doors in July of 2002. Our school is located in Dixon, a small town of about 19,300 in northern California. Our school is primarily a neighborhood school that also includes many outlying rural areas and the migrant center. The school is located on the north side of Dixon surrounded by many housing options including single family homes, apartments, and townhouses.

We are a Kindergarten through 6th grade site with a great staff that has high expectations for all students! Gretchen Higgins is in year 2 of Positive Behavior Intervention and Supports PBIS. Positive Behavior Interventions and Supports is a proactive approach to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

We are the Huskies and pride ourselves on following our school-wide expectations of being Respectful, Responsible and Safe.

### Contact

Gretchen Higgins Elementary  
1525 Pembroke Way  
Dixon, CA 95620-4115

Phone: 707-693-6380  
E-mail: [shawntel.mccammon@dixonusd.org](mailto:shawntel.mccammon@dixonusd.org)

# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Dixon Unified
<b>Phone Number</b>	(707) 693-6300
<b>Superintendent</b>	Brian Dolan
<b>E-mail Address</b>	<a href="mailto:bdolan@dixonusd.org">bdolan@dixonusd.org</a>
<b>Web Site</b>	<a href="http://www.dixonusd.org">http://www.dixonusd.org</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Gretchen Higgins Elementary
<b>Street</b>	1525 Pembroke Way
<b>City, State, Zip</b>	Dixon, Ca, 95620-4115
<b>Phone Number</b>	707-693-6380
<b>Principal</b>	Shawntel McCammon, Principal
<b>E-mail Address</b>	<a href="mailto:shawntel.mccammon@dixonusd.org">shawntel.mccammon@dixonusd.org</a>
<b>Web Site</b>	<a href="http://gh.dixonusd.org/">http://gh.dixonusd.org/</a>
<b>County-District-School (CDS) Code</b>	48705326120240

*Last updated: 1/8/2018*

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

Gretchen Higgins Elementary School promotes high academic success through high expectations and high quality instruction. Gretchen Higgins encourages active student engagement by providing each student a diverse education in a safe, supportive, nurturing environment that promotes self-discipline, motivation, and excellence in learning. The Gretchen Higgins team joins the parents and community to assist the students in developing 21st century skills to become independent and self-sufficient life-long learners who will succeed and contribute responsibly to the global market.

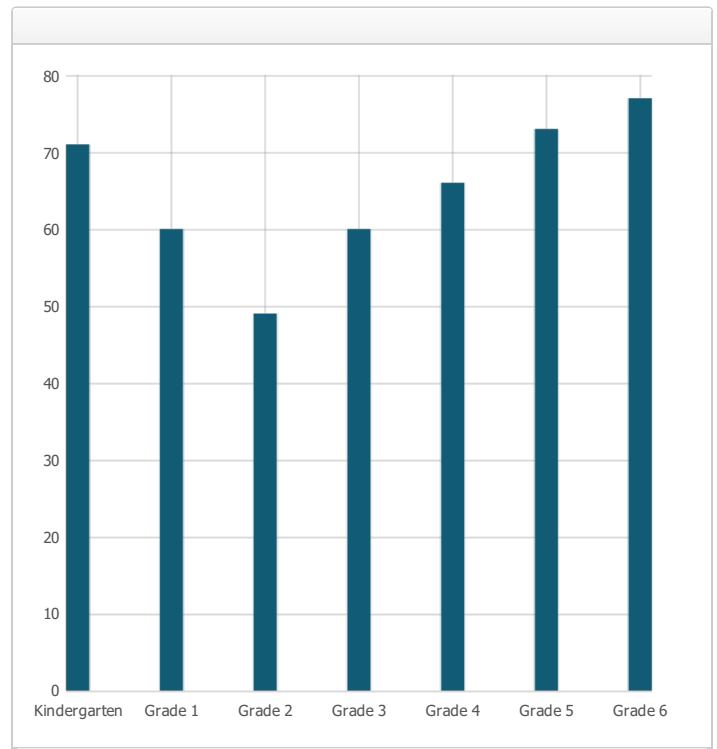
We strive to meet the needs of each of our students by adhering to the District's core beliefs and vision, which serve as guiding principles for site level planning. The guiding core vision is: Plan and act to meet our students' needs first, engage students in learning through innovative and effective instruction, invest in the growth and development of our staff, support learning through modern technology and safe facilities, and ensure on-going, measurable improvement through collaborations. All of these are the foundation of the district vision of: To close the achievement gap by preparing all students for college and career readiness and success in a global society.

Our site's mission: In order for our students to be college and career ready, Gretchen Higgins, in collaboration with home and community, will provide a nurturing and rigorous academic environment.

*Last updated: 1/31/2018*

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	60
Grade 2	49
Grade 3	60
Grade 4	66
Grade 5	73
Grade 6	77
<b>Total Enrollment</b>	<b>456</b>



Last updated: 1/8/2018

**Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.4 %
Asian	0.4 %
Filipino	0.2 %
Hispanic or Latino	70.8 %
Native Hawaiian or Pacific Islander	0.0 %
White	19.5 %
Two or More Races	3.7 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	78.1 %
English Learners	42.1 %
Students with Disabilities	12.3 %
Foster Youth	1.1 %

Last updated: 1/8/2018

## A. Conditions of Learning

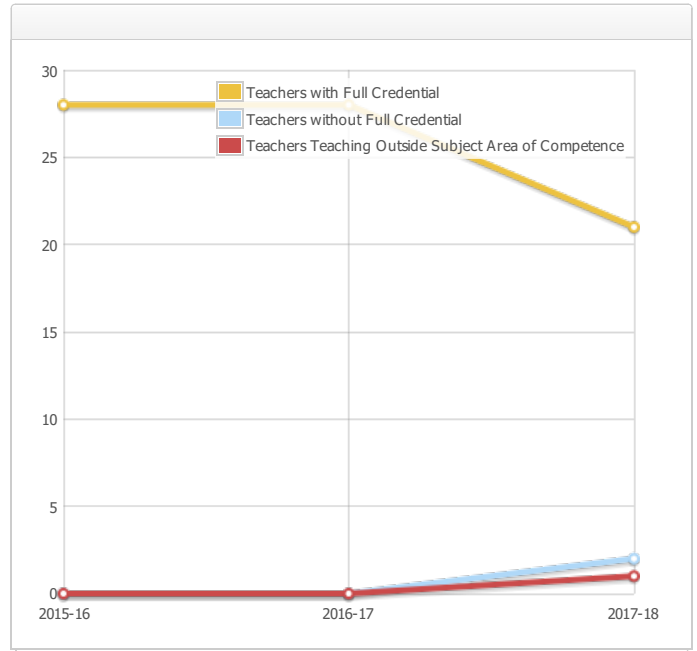
### State Priority: Basic

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

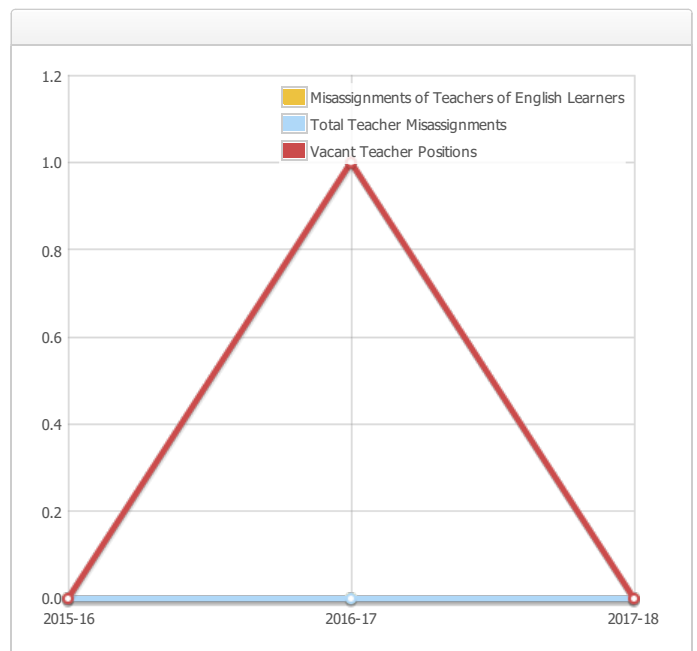
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	28	21	148
Without Full Credential	0	0	2	10
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	5



Last updated: 1/31/2018

#### 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	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2018

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

Year and month in which the data were collected: August 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	California National Geographic Reach for Reading (Kindergarten - 1st grade) Benchmark Advance (2nd - 5th grade) McMillan McGraw -Hill Education - Treasures (6th grade)	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - California Go Math (Kindergarten - 5th grade) Houghton Mifflin Harcourt - Big Ideas Math Course 1 (6th grade)	Yes	0.0 %
Science	Harcourt - California Science (Kindergarten - 5th grade) Pearson Prentice Hall - Focus on California Earth Science (6th grade)	Yes	0.0 %
History-Social Science	Pearson Scott Foresman - History Social Science For California (Kindergarten - 5th grade) Holt - California Social Studies World History Ancient Civilizations(6th grade)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	Alfred Music Publishing – Sound Innovations (5th - 6th grade)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2018

## School Facility Conditions and Planned Improvements

Gretchen Higgins is a fifteen year old school that meets or exceeds all state requirements on a school facility. The Dixon Unified School District along with North Bay Insurance performs yearly safety inspections with the purpose of identifying and correcting any and all safety issues and concerns. Above and beyond the daily cleaning standards done by the custodial, the district schedules a thorough deep cleaning of classrooms on a regular basis. All classrooms/spaces have internet access and phones.

*Last updated: 1/31/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	The District has completed a Facilities Needs Assessment, and has passed A General Obligation Facility Improvement Bond. Over the next few years the District will be engaged in several modernization projects.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Fair
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*Last updated: 1/31/2018*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	30%	29%	41%	40%	48%	48%
Mathematics (grades 3-8 and 11)	20%	26%	32%	31%	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.

*Last updated: 1/31/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	283	261	92.23%	29.12%
Male	145	130	89.66%	26.15%
Female	138	131	94.93%	32.06%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	203	183	90.15%	24.59%
Native Hawaiian or Pacific Islander				
White	60	59	98.33%	49.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	231	210	90.91%	24.76%
English Learners	142	127	89.44%	21.26%
Students with Disabilities	39	31	79.49%	
Students Receiving Migrant Education Services	30	21	70.00%	14.29%
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/2018*



**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	283	265	93.64%	26.04%
Male	145	131	90.34%	29.01%
Female	138	134	97.10%	23.13%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	203	187	92.12%	22.99%
Native Hawaiian or Pacific Islander				
White	60	59	98.33%	42.37%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	231	214	92.64%	22.43%
English Learners	142	130	91.55%	18.46%
Students with Disabilities	39	31	79.49%	19.35%
Students Receiving Migrant Education Services	30	21	70.00%	14.29%
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/2018*

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

Subject	Percentage 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)	35.0%	17.0%	42.0%	43.0%	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.

*Last updated: 1/31/2018*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	--	--	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/31/2018*

## 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)

At Gretchen Higgins Elementary School, parents are encouraged to be involved in our school. This year we partnered with the Dixon Kiwanis International Club. A room was dedicated as a Scholastic Reading Oasis, and, we were given books in a cozy room that allows volunteers and buddy classes to continue to further their love for reading.

The staff at Gretchen Higgins values and includes all stakeholders in the educational process. At school, parent participation is an active and key component of our culture. Family members contribute to the GH community in many ways, including volunteering in the classroom attending parent education classes, organizing and assisting in daily school activities, and participating in committees. The GH School Site Council and Parents Teacher Organization encourage parent/guardian involvement in school planning and activities. The School Site Council helps to plan and evaluate overall school programming and approves yearly budget expenditures. Our English Language Advisory Committee (ELAC) assists in assessing the needs of, programming and supports to English Learners. The Parent Teacher Organization raises thousands of dollars for school use each year. Volunteers, community members, and staff assist with school-wide events such as book fairs, Family Fun Days/Nights, holiday events, and school beautification efforts. Weekly newsletters ensure that parents/guardians are informed about curriculum, activities, and functions at Gretchen Higgins.

### State Priority: Pupil Engagement

*Last updated: 1/31/2018*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

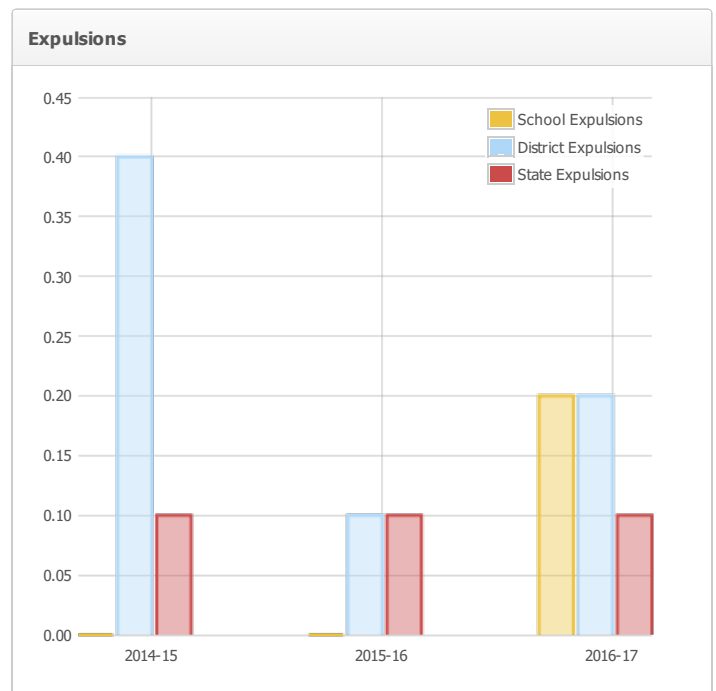
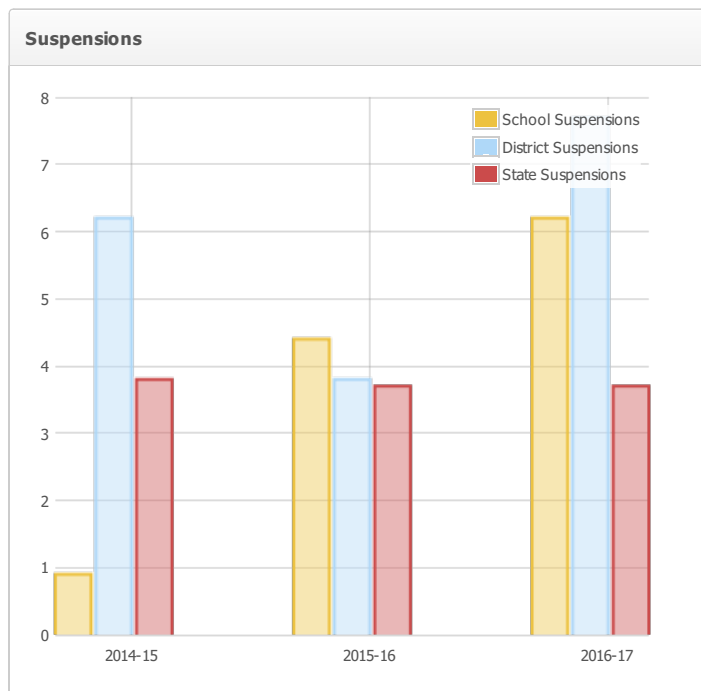
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9%	4.4%	6.2%	6.2%	3.8%	7.7%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.2%	0.4%	0.1%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/31/2018

## School Safety Plan (School Year 2017-18)

Maintaining the safety and security of students and staff at Gretchen Higgins Elementary School is a priority in our daily operations and long-term planning. When family members, volunteers, or representatives from outside agencies visit the campus, they first report to the office where they sign in and acquire a visitor badge. This protocol is encouraged with signage and reinforced by staff members. Students are supervised during all parts of their day. Certificated staff provides instruction and oversight during class time while classified staff supervises students during recess and lunch periods. The Comprehensive School Safety Plan is in compliance with Senate Bill 187. Yearly, the committee meets to review materials. In addition to an Incident Command structure, this document outlines responses to fires, floods, earthquakes, toxic spills and campus intrusions. Specific instructions for staff and student response are outlined in the plan. All staff and students practice fire drills monthly and lock down drills at least twice a year to reinforce the procedures outlined in our Safety Plan. Should such a situation arise, school staff will remain on duty to ensure the welfare of all Gretchen Higgins students until it is feasible and appropriate for parents and guardians to pick them up. The school maintains necessary first aid supplies in designated locations and these are inventoried and replaced each year.

Last updated: 1/31/2018

## 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	In PI	In PI
First Year of Program Improvement	2005-2006	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Last updated: 1/31/2018

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	2	0	26.0	0	2	0	24.0	0	3	0
1	27.0	0	2	0	24.0	0	2	0	20.0	2	1	0
2	22.0	0	3	0	26.0	0	2	0	21.0	1	1	0
3	25.0	0	3	0	24.0	0	3	0	23.0	1	2	0
4	27.0	0	3	0	24.0	0	3	0	28.0	0	2	0
5	29.0	0	3	0	26.0	0	3	0	28.0	0	3	0
6	30.0	0	3	0	31.0	0	3	0	26.0	0	3	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2018

### 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	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.5	N/A
Social Worker	0.5	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/31/2018*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5929.0	\$212.0	\$6141.0	\$72937.0
District	N/A	N/A	\$7702.0	\$68111.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$69649.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/31/2018*

## Types of Services Funded (Fiscal Year 2016-17)

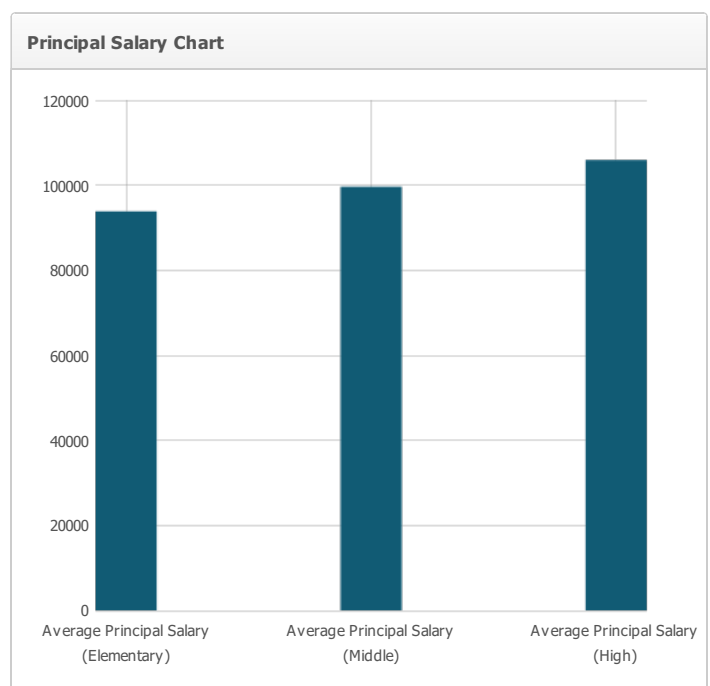
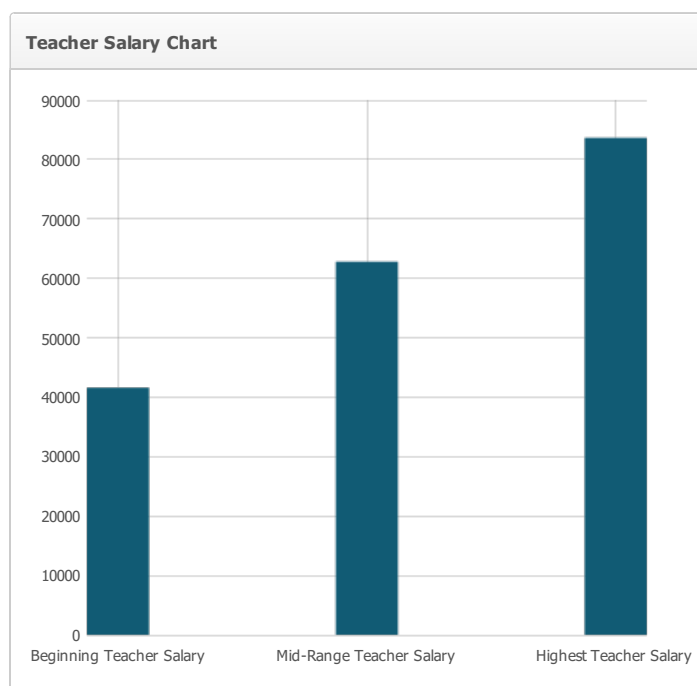
Gretchen Higgins receives Title I Funding and the School Site Council approved the Single Plan for Student Achievement (SPSA) in April 2017. The SPSA included the following: funds to provide support through additional staff for Intervention and English Language Development instruction, Professional Development opportunities for staff, afterschool intervention tutoring, improvement of school climate and student behavior through Soul Shoppe and Positive Behavior Intervention and Supports (PBIS) and supplementary materials and technology to provide additional support to the Common Core State Standards (CCSS). Our programs are adaptable to meet the needs of each child and student enrollment shifts as students achieve learning goals and others are identified to receive assistance.

*Last updated: 1/31/2018*

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,611	\$44,144
Mid-Range Teacher Salary	\$62,810	\$69,119
Highest Teacher Salary	\$83,662	\$86,005
Average Principal Salary (Elementary)	\$93,838	\$106,785
Average Principal Salary (Middle)	\$99,645	\$111,569
Average Principal Salary (High)	\$105,916	\$121,395
Superintendent Salary	\$181,167	\$178,104
Percent of Budget for Teacher Salaries	39.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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





## Professional Development

Professional development for the school year included: Professional Learning Communities (2 days offered in August 2017, 2 days during January 2018), UCD Math and Writing Projects, PBIS-a system used to improve school climate and student behavior and EL Achieve the adopted program used for ELD. These opportunities include training days that are provided throughout the school year.

Teachers also have Common Planning Time (CPT) that occurs each week on early-release Wednesdays. During this time, teachers collaborate in grade-level, site, or district teams to reflect upon student progress and plan for continued student learning. The areas of focus for collaboration at the elementary level include engagement strategies, differentiation through small group instruction, and implementation of English Language Development strategies. These areas were identified through the collaborative LCAP process in 2016 with a common purpose of aligning curriculum and instruction with the Common Core State Standards.

Professional Development conducted during CPT is augmented by the support of an Instructional Math and ELD District Coach. These Instructional Coaches work closely with classroom teachers to model and facilitate the use of research-based teaching strategies, research and provide resources on innovative practices, and analyze and reflect upon student achievement data.

*Last updated: 1/31/2018*