

Lake Forest 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	Lake Forest Elementary School
Street	2240 Sailsbury Dr.
City, State, Zip	El Dorado Hills, CA 95762-6984
Phone Number	(916) 933-0652
Principal	Bruce Peters
E-mail Address	bpeters@my.rescueusd.org
Web Site	lakeforestlakers.com
CDS Code	09619786109441

District Contact Information	
District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@my.rescueusd.org
Web Site	rescueusd.org

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

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all students with the skills they need to become successful learners. Our staff is dedicated to providing a standards-based program, which emphasizes achievement, both academic and social, at the highest levels of excellence to meet the unique needs of our students. At Lake Forest, we as a staff and community truly believe that our "future is limitless" as we nurture and challenge our students to fulfill their potential now and in the coming years.

We will provide our students with a broad range of educational experiences and skills needed to become adaptable, flexible thinkers, who are proud of themselves and their accomplishments, who take responsibility for their actions, and who are ready to contribute to our school and community. By offering multiple opportunities in several curricular areas, students are exposed to many exciting experiences that can inspire them to look beyond the basic materials and discover their personal strengths.

2015 was the 25th anniversary of our school! Lake Forest Elementary School, founded in 1990, began with high expectations and much enthusiasm by staff, parents, students and community members. All concerned knew that this school was going to be something very special! Lake Forest has grown from a starter school with six classes to its current 17 across grade levels Transitional K through 5th. Lake Forest has established itself as an outstanding school with high academic standards and rigorous expectations. This is accomplished through a thinking, meaning-centered curriculum that is built upon students' natural curiosity and involves them actively in their learning. The core educational program provided to Lake Forest students is based on the Common Core Content Standards and Frameworks. The core curriculum is enhanced through special learning activities such as: outdoor education, environmental science, dance, music, chorus, art, drama, field trips, guest speakers, health, fitness, visiting authors, and educational assemblies. The students in grades 4 and 5 also attend the Science Center 125 minutes per week learning through hands-on activities that support classroom lessons.

Lake Forest Elementary has been recognized for outstanding student achievement on both a state and national level. In 2004 and 2014, the school was chosen for the California Distinguished School Award. Because of our continued excellence, our selection qualified Lake Forest to become one of 35 California schools invited to participate in the No Child Left Behind National Blue Ribbon Award program. After an extensive application process, Lake Forest was named a nationally recognized Blue Ribbon School in the fall of 2005, one of only 193 public or private elementary schools in the nation. More recently, Lake Forest achieved an API score of 937 in 2012 (highest in district history), a 920 in 2013, and a score of 927 in 2014. In 2016, the SBAC results showed that our students continued to excel on new standardized testing as well. We saw that 74% scored in the proficient or above level in math and 83% ranked as high in English/Language Arts (a 10% improvement over the previous year). The results from the 2017 SBAC test showed a slight decrease in ELA and Math scores (71% and 64% respectively). This consistently strong achievement over the past 10 years places us among top performing schools in El Dorado county and the state.

Lake Forest School is supported by the services of a district nurse one day per week, a part-time health aide, a full time library/media coordinator, a full-time speech/language specialist, and a district psychologist. The district psychologist performs evaluations and meets with students as needed. One resource specialist and two aides serve those children with identified learning differences. Instructional aides also work with students as part of the Literacy Intervention Program. We also offer support before school for those who need additional help in Math or Reading.

The Student Success Team (SST) approach is utilized to provide assistance to children needing additional academic, social or emotional support. The Student Success Team, which consists of the parents, psychologist, nurse, teachers, and administrators meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents. Students at risk are monitored closely for growth and evaluated frequently to assess needs so that the most effective program of intervention is offered as soon as possible. Intervention options include specialized reading remediation, before school classes that assist in reading and math, and increased assistance from the school learning center.

Through the efforts of our Parent Teacher Council, Lake Forest is able to provide a number of enrichment activities, both during and after school. A 10-12 week dance instruction program is offered each spring, as well as music appreciation in grades TK-3rd and formalized music instruction in grades 4th and 5th. Also available, are art classes, science extension lessons (robotics and Legos), theater classes, cooking courses and foreign language. Additional differentiation occurs throughout the curriculum. Math instruction is leveled in grade 4 and reading groups are created in multiple grades.

The Single Plan for Student Achievement will continue to support and enhance student achievement as directed by the Rescue Union School District Local Control and Accountability Plan. Lake Forest Elementary School is a great place for students to learn, and our goal is to become even better. Welcome!

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	56
Grade 2	68
Grade 3	67
Grade 4	96
Grade 5	94
Total Enrollment	457

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	5.3
Filipino	1.1
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0
White	74
Two or More Races	5.7
Socioeconomically Disadvantaged	5.5
English Learners	2.8
Students with Disabilities	9.8
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	21	21	22	180
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

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:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Lake Forest School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

In recent years, we have made improvements to the site through the efforts of the school, district and connections to the community. We have resurfaced the blacktop on the playground and the parking lot and also repainted lines accordingly. Wood signs have been refinished and the fifth grade class and Parent Teacher Council have donated a new school sign for the west entrance with a bench for students. Landscaping improvements at various locations have also been completed in recent months by district personnel, church organizations, community outreach, PTC and Scout troops. These include repairs to our garden boxes and irrigation, bark replacements in multiple areas of the school, and long term garden plans are made possible through our Landscaping Committee (connected with PTC). Business partnerships with Mercy Folsom Hospital and Intel in addition to coordinating educational efforts with the American River Conservancy have greatly increased our success in school beautification. This coordination of resources has many in the Lake Forest excited about our future plans for improving both our scenery and our health and environment education programs. All of these projects are much appreciated and have kept Lake Forest’s learning environment beautiful.

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: 1/4/18				
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	Ceiling tiles replaced, carpet replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair faucets and leaking drinking fountains
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof leaks repaired
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door closers replaced

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/18				
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)	82	71	71	71	48	48
Mathematics (grades 3-8 and 11)	74	64	64	63	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	263	259	98.48	71.43
Male	131	129	98.47	65.89
Female	132	130	98.48	76.92
Black or African American	--	--	--	--
Asian	14	14	100	92.86
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	60
White	190	188	98.95	70.21
Two or More Races	17	16	94.12	87.5
Socioeconomically Disadvantaged	17	16	94.12	62.5
English Learners	--	--	--	--
Students with Disabilities	36	35	97.22	40
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	263	259	98.48	64.48
Male	131	129	98.47	68.22
Female	132	130	98.48	60.77
Black or African American	--	--	--	--
Asian	14	14	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	54.29
White	190	188	98.95	64.89
Two or More Races	17	16	94.12	75
Socioeconomically Disadvantaged	17	16	94.12	62.5
English Learners	--	--	--	--
Students with Disabilities	36	35	97.22	48.57
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)	79	74	85	80	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	14.6	27.1	54.2

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)

A high value is placed on families at Lake Forest School and parent involvement is strongly advocated. Many parents volunteer in classrooms on a very regular basis, and parent input is welcome and sought out in all areas. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage community input and involvement. The PTC organizes parent and community volunteers, plans family oriented social functions, and organizes fundraisers. The PTC Scrip Program purchases enrichment supplies and equipment for the Technology Center as well as technology in classrooms, and funds science education materials. The SSC helps develop a Single Plan for Student Achievement and works with the school staff, PTC, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, visual and performing arts, and fitness. Technology improvements, art docent programs and visual and performing arts activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement.

Contact Person: Bruce Peters

Contact Phone No. (916) 933-0652

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	0.7	0.4	0.6	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A positive school climate is the goal of each staff member at Lake Forest School. It is our belief that the best things will happen for children as we endeavor to help them make good judgments and choices. We look for the good in all children and try to help them discover their own self-worth. A positive discipline program is in place, and students are regularly recognized for their contributions to the positive school climate. The learning environment component reviews discipline procedures on an annual basis. The suspension and expulsion rates over the past five years have been very low when compared to district and state averages.

The school climate has been discussed by both staff and parents through our Safe and Civil Schools Team, which examines school issues such as safety, procedures, yard supervision and self esteem improvement methods. We will continue our "What is a Laker?" program as part of our School Safety Plan. The image of a "Lake Forest Laker" is being taught to students in order to define a behavior standard, improve school spirit, and develop positive peer pressure. In addition, the school has added social programs which support students who have playground issues, and the adults who help them on campus. Our student leadership team assists in mediating minor playground problems and modeling caring and productive attitudes. They also perform skits and lessons on character traits throughout the year and illustrate to all the Laker Way. These expectations provide a good example for all students to follow and give the Leadership team a sense of responsibility and contribution their school.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our Character Counts program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students' personal involvement in academics and active citizenry. In addition, the school special education staff (teacher and psychologist) have conducted lessons in social development in order to increase "emotional intelligence" on the playground. This year, Lake Forest added a school counselor to assist at risk students in dealing with playground and other social issues.

Student recognition is an important part of honoring our students. Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers emphasize each character trait on a monthly basis, discuss concepts and share lessons that explore the positive aspects that relate to student life. Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above. In 2017, Lake Forest added a reading incentive program through the school library. Students track their words read throughout the year and receive certificates and other recognition for their dedication to reading. In the first trimester alone, three students had already surpassed 2,000,000 words read!

We have a fully equipped library, full-sized gymnasium with indoor and outdoor stages, and an office with a staff lounge and workroom. In addition, we have a learning center, reading room, a technology center, Chrome book carts in all classes 2nd-5th (i Pads in TK-1st), a meeting room, and science room. We currently have 2 custodians and district utility technicians working diligently to keep the school in excellent condition.

For the safety of our students, fire, lock down, and "duck and cover" drills are conducted with students and staff, and an emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Students in fifth grade serve as Safety Patrol Officers. They assist in keeping the campus safe before and after school.

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
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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	24	1	2		25	1	2		19	2	2	
1	25		2		24		2		28		2	
2	26		3		24		3		28		2	
3	27		3		29		3		27		3	
4	29		2		28		3		27		3	
5	28		3		25		3		27		4	

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		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		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.

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	\$8,545	\$1,352	\$7,193	\$78,357
District	N/A	N/A	\$7,102	76,962
Percent Difference: School Site and District	N/A	N/A	1.3	1.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	9.0	5.5

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

Types of Services Funded (Fiscal Year 2016-17)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices.

Five minimum days for parent conferences are also on the calendar in November and three days for report card preparation are scheduled at the end of each trimester.