

# Little Chico Creek Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Little Chico Creek Elementary School
<b>Street</b>	2090 Amanda Way
<b>City, State, Zip</b>	Chico, CA 95928
<b>Phone Number</b>	(530) 891-3285
<b>Principal</b>	Kristen Schrock
<b>E-mail Address</b>	<a href="mailto:kschrock@chicousd.org">kschrock@chicousd.org</a>
<b>Web Site</b>	<a href="http://littlechicocreek.chicousd.org/">http://littlechicocreek.chicousd.org/</a>
<b>CDS Code</b>	04-61424-6109722

<b>District Contact Information</b>	
<b>District Name</b>	Chico Unified School District
<b>Phone Number</b>	(530) 891-3000
<b>Superintendent</b>	Kelly Staley
<b>E-mail Address</b>	kstaley@chicousd.org
<b>Web Site</b>	www.chicousd.org

### **School Description and Mission Statement (School Year 2016-17)**

Little Chico Creek Elementary School is located on the east-side of Chico. Its boundaries extend south from Highway 32 to the Durham School District boundary and east from Highway 99 to the Forest Ranch attendance area. The school neighborhood includes single family homes and many apartment complexes. The Chico Mall and extensive retail businesses are located to the south of the school with Marsh Junior High School and Little Chico Creek to the north and vacant fields to the east. The facility contains eighteen K-5 classrooms, a Resource Specialist classroom, a Title I Resource classroom, two Severely Handicapped classrooms, a library and computer lab. All rooms are heated and air-conditioned.

Little Chico Creek Elementary School houses a variety of programs. Two Severely Handicapped Special Day Classes and a Resource Specialist class occupy three of our classrooms. We also have a speech teacher, school psychologist, Physical Education Program, Music Program, Title I Reading and Math Program, Fine Arts Program, and PIP (Primary Intervention Program) that all utilize classroom space in our facility. Our staff includes eighteen classroom teachers, two special education teachers, one Title 1 teacher, four itinerant teachers (music, fine arts, PE, speech), sixteen instructional aides (special education, Title I, PIP, Second Step), five noon aides, office manager, attendance clerk, health aide, nurse on Wednesdays and a principal.

Instruction includes learning opportunities designed to meet the specific learning needs of all students including students who are gifted, students who are learning to speak English and students who struggle with reading, writing and mathematics skills. Little Chico Creek School provides English Language Development services for students whose primary language is not English.

It is the mission of Little Chico Creek Elementary School to:

- Develop self-discipline for all people
- Demonstrate respect for all people
- Achieve academic success
- Foster partnerships between school and families
- Nurture a growth mind set within our school community

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	62
Grade 3	70
Grade 4	81
Grade 5	74
Grade 6	69
<b>Total Enrollment</b>	<b>508</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1.2
Asian	4.1
Filipino	1.8
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.6
White	57.3
Two or More Races	4.9
Socioeconomically Disadvantaged	62
English Learners	10
Students with Disabilities	13.4
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	26	25	597
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	99.0	1.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2009 (K-2nd 2013)( 3rd-5th 2014)	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Little Chico Creek Elementary School was completed in 1991 and was the first new school built in Chico since 1965. The facility contains eighteen K-5 classrooms, a Resource Specialist classroom, a Title I Resource classroom, Two Special Day Class classrooms, a library, a multipurpose room, a computer lab and an administration building. All rooms are heated and air-conditioned. The campus is 10.5 acres with a large playground area and is enclosed with a perimeter fence. Little Chico Creek staff take great efforts to ensure that our school is clean, safe and functional. Teacher supervision of the school grounds is provided thirty minutes before school begins and twenty minutes after dismissal time. All recesses are supervised by teachers or trained school aides. All visitors must register in the school office before entering the school campus. District maintenance staff and our school site custodians ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district has adopted cleaning standards and procedures for all schools in the district. The principal works daily with the custodial staff to implement cleaning schedules and procedures that ensure a clean and safe school.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Improper usage of surge protectors or daisy chain of surge protectors (multi plug adapter in use at Librarian's computer desk) - WO 46892
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Library - Emergency exit sign is not functioning (3 of them) - WO 46892 MPR - Emergency exit sign is not functioning - WO 46893 Office - Emergency exit sign by Principal's office is not functioning - WO 46892 Rooms 4 & 7 - too much paper on walls (must be less than 25% per wall) - WO 46893 Room 12 - Emergency exit is not labeled - WO 46893
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	50	48	51	44	48
Mathematics	38	43	40	44	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	75	98.7	46.7
	4	79	78	98.7	47.4
	5	78	76	97.4	43.4
	6	70	68	97.1	63.2
Male	3	43	43	100.0	41.9
	4	41	40	97.6	45.0
	5	44	42	95.5	33.3
	6	32	31	96.9	67.7
Female	3	33	32	97.0	53.1
	4	38	38	100.0	50.0
	5	34	34	100.0	55.9
	6	38	37	97.4	59.5
Hispanic or Latino	3	20	20	100.0	35.0
	4	23	23	100.0	39.1
	5	16	15	93.8	46.7
	6	14	13	92.9	61.5
White	3	47	46	97.9	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	44	43	97.7	48.8
	5	46	45	97.8	40.0
	6	45	45	100.0	64.4
<b>Socioeconomically Disadvantaged</b>	3	52	51	98.1	37.3
	4	55	54	98.2	42.6
	5	53	53	100.0	35.9
	6	32	32	100.0	50.0
<b>Students with Disabilities</b>	3	12	12	100.0	25.0
	5	11	9	81.8	

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	76	75	98.7	41.3
	4	79	78	98.7	46.1
	5	78	76	97.4	38.2
	6	70	68	97.1	45.6
<b>Male</b>	3	43	43	100.0	37.2
	4	41	40	97.6	45.0
	5	44	42	95.5	30.9
	6	32	31	96.9	48.4
<b>Female</b>	3	33	32	97.0	46.9
	4	38	38	100.0	47.4
	5	34	34	100.0	47.1
	6	38	37	97.4	43.2
<b>Hispanic or Latino</b>	3	20	20	100.0	30.0
	4	23	23	100.0	39.1
	5	16	15	93.8	46.7
	6	14	13	92.9	53.9
<b>White</b>	3	47	46	97.9	45.6
	4	44	43	97.7	48.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	46	45	97.8	35.6
	6	45	45	100.0	51.1
<b>Socioeconomically Disadvantaged</b>	3	52	51	98.1	33.3
	4	55	54	98.2	33.3
	5	53	53	100.0	35.9
	6	32	32	100.0	40.6
<b>Students with Disabilities</b>	3	12	12	100.0	33.3
	5	11	9	81.8	11.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	47	62	64	67	64	61	60	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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	79	76	96.2	64.5
<b>Male</b>	45	42	93.3	66.7
<b>Female</b>	34	34	100.0	61.8
<b>Hispanic or Latino</b>	16	15	93.8	60.0
<b>White</b>	47	45	95.7	66.7
<b>Socioeconomically Disadvantaged</b>	54	53	98.2	62.3
<b>Students with Disabilities</b>	11	9	81.8	66.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.



### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.1	23.6	37.5

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 2016-17)

Little Chico Creek School parents have many opportunities to become involved in our school. Parents may serve on our School Site Council, English Learners Advisory Council or PTA committees. Parents are also able to participate in Back to School Night, Open House, Fall Carnival, Books and Blanket Night and Pawing Through Pages reading incentive program. Volunteering in the classroom, driving on field trips, Second Step and Nurtured Heart parent training, Family Science Nights, assisting with fifth grade environmental camp fundraising and attending student assemblies and performances are additional ways for parents to become involved in our school. Little Chico Creek teachers communicate regularly with parents in an effort to keep parents informed and involved. Please contact the main office for more information.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.2	0.3	0.2	5.4	3.4	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.3	0.3	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

It is Little Chico Creek School's goal to create a physically, socially and emotionally safe learning environment for all students. The school buildings are well maintained and attractive, free of physical hazards, and designed to prevent criminal activity. Supervisors, custodians, office personnel and teachers have access to phone or two-way radio communication at all times. New surveillance cameras provide additional campus security. Little Chico Creek conducts earthquake, fire and code red drills as required. Staff members participate in on-going training in disaster preparedness. The school safety plan is updated annually in accordance with Senate Bill 187. Key components of our School Safety Plan are: traumatic incidents, code red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress and fire/explosion.

## 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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

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

Grade Level	2013-14				2014-15				2015-16			
	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	20	1	3		23	1	3		25		3	
1	23		3		21		3		24		3	
2	27		3		24		3		22		3	
3	27		3		28		3		24		3	
4	23		3		26		3		26		3	
5	25		3		30		2		24		3	
6	28	1		3	24	1	3		33		1	1
Other									9.5	2		

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 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3625	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0.625	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 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,485.74	\$3,140.52	\$6,345.22	\$64,053
District	N/A	N/A	\$6,467.54	\$64,053
Percent Difference: School Site and District	N/A	N/A	-1.9	0.0
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	11.8	-13.7

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

**Types of Services Funded (Fiscal Year 2015-16)**

Little Chico Creek receives the following funding:

- LCAP (Local Control Accountability Plan) funds support programs and activities designed to assist English learners, foster students and socio-economically disadvantaged students achieve state standard proficiency.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,698	\$44,958
Mid-Range Teacher Salary	\$55,362	\$70,581
Highest Teacher Salary	\$84,541	\$91,469
Average Principal Salary (Elementary)	\$89,317	\$113,994
Average Principal Salary (Middle)	\$105,844	\$120,075
Average Principal Salary (High)	\$104,517	\$130,249
Superintendent Salary	\$175,100	\$218,315
Percent of Budget for Teacher Salaries	37%	38%
Percent of Budget for Administrative Salaries	4%	5%

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

**Professional Development (Most Recent Three Years)**

Staff training is the core of a quality instructional program. The Little Chico Creek Elementary School teaching staff participates in on-going training on the newly adopted California Common Core Standards. Specifically, all teachers K-5 have been trained in our newly adopted CCCS-aligned Step Up to Writing curriculum. Our staff has also received professional development in iReady Math, a math intervention program and Lexia Core 5, an ELA intervention program. Additionally, LCC has had school wide participation in Response to Intervention and Professional Learning Communities workshops as well as a variety of staff training/development activities. Seven staff members also received training in the Daily 5 and in Nurtured Heart. Staff training is designed to improve teaching skills and therefore improve student learning. Our staff development covers specific topics including reading comprehension, math instruction, student discipline, creating formative assessment, and use of technology to support academic content and assessment of knowledge acquired throughout the trimester. Some staff has had Language Star training to aide in development of strategies for teaching ELD to ensure continuous improvement of student learning. The staff continuously reviews student work and assessment data to determine whether students are meeting state academic standards. Developing improvement plans and regularly utilizing assessments to monitor student achievement of standards occurs on a daily, weekly and monthly basis. Additionally, classified staff members receive in-service on topics related to their various roles.