

Paramount Park Middle

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://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.

Mr. Kevin Longworth, Principal

 Principal, Paramount Park Middle

About Our School

Paramount Park Middle School is a 6-8th school with an enrollment of approximately 800 students. The campus is located on Paramount Blvd. in the city of Paramount. Paramount Park Middle School serves a diverse population of students: 87% are Hispanic, 10% African American, 1% White, and 2% other Asian. Approximately 32% of our students are English Learners, with Spanish as their predominate language. Paramount Park supports rigorous academic programs which include accelerated math classes, an AVID (Advancement Via Individual Determination) program, and Project Lead The Way, STEM classes. Other student opportunities include Band, Orchestra, Art and Spanish. The Paramount Park Panther Sports' teams compete against the four other middle schools in the District in girls' and boys' sports from Fall to Spring. Our Associated Student Body organizes fun activities and learning opportunities throughout the school year. After school Clubs include: MESA (Mathematics, Engineering, Science Achievement), Robotics, Book Club, and Homework Club.

Contact

*Paramount Park Middle
14608 Paramount Blvd.
Paramount, CA 90723-3465*

*Phone: 562-602-8052
E-mail: klongworth@paramount.k12.ca.us*

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Paramount Unified
Phone Number	(562) 602-6000
Superintendent	Ruth Perez
E-mail Address	rperez@paramount.k12.ca.us
Web Site	www.paramount.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Paramount Park Middle
Street	14608 Paramount Blvd.
City, State, Zip	Paramount, Ca, 90723-3465
Phone Number	562-602-8052
Principal	Mr. Kevin Longworth, Principal
E-mail Address	klongworth@paramount.k12.ca.us
Web Site	https://paramountpark.pusdschools.net/
County-District-School (CDS) Code	19648730119438

Last updated: 1/28/2019

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

School Guidelines for Success:

ROAR – Respect others, Own your actions, Act safely, Rise to the challenge!

Mission:

As learners and leaders, we will strive to succeed academically and in life.

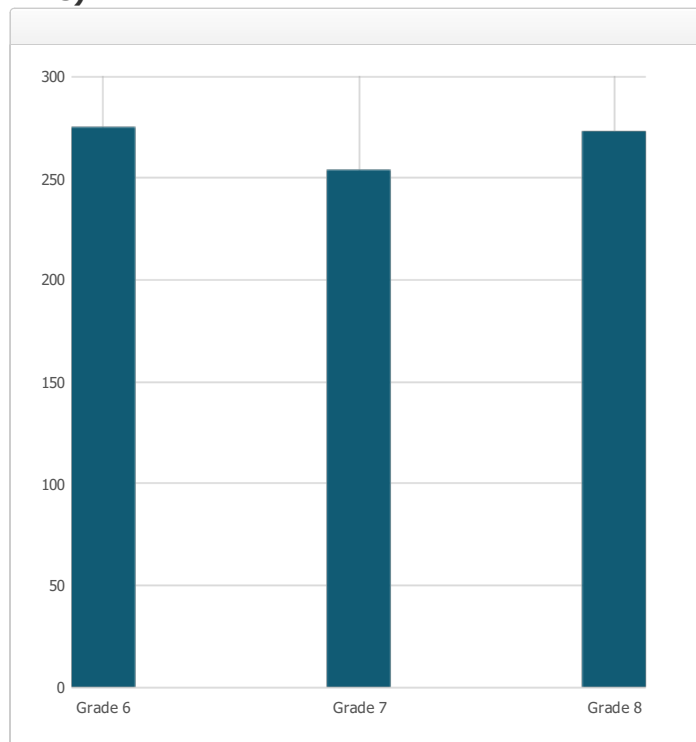
Vision:

At Paramount Park Middle School we use the most current resources and instructional practices to prepare all students for college and career success in our global society. Our staff is committed to working together to ensure improved academic performance for all students. While dedicated to academic excellence, we recognize that middle school students are learning strong lessons about independence, support and the impact of their decisions. The whole staff at Paramount Park Middle School is committed to helping students learn through their experiences and providing the constant encouragement students need to become their best. We recognize the essential need to reach out and work as partners with parents, other schools, and our District's community.

Last updated: 12/20/2018

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

Grade Level	Number of Students
Grade 6	275
Grade 7	254
Grade 8	273
Total Enrollment	802



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	8.4 %
American Indian or Alaska Native	0.1 %
Asian	0.5 %
Filipino	0.4 %
Hispanic or Latino	87.9 %
Native Hawaiian or Pacific Islander	0.7 %
White	1.7 %
Two or More Races	0.2 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.6 %
English Learners	26.9 %
Students with Disabilities	11.3 %
Foster Youth	0.5 %

A. Conditions of Learning

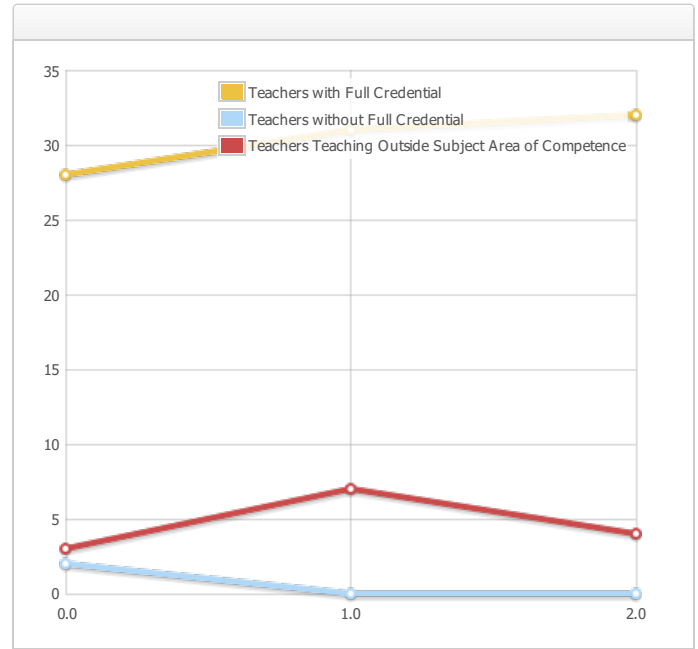
State Priority: Basic

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

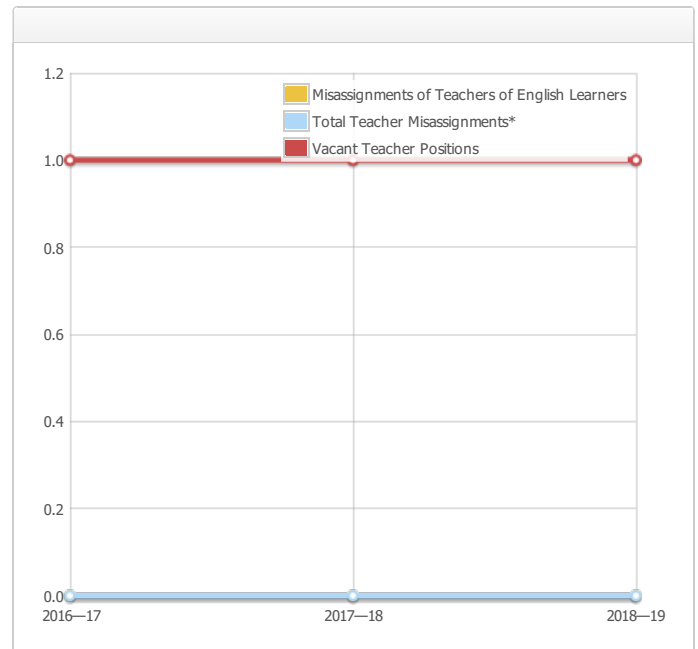
Teachers	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
With Full Credential	28	31	32	644
Without Full Credential	2	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	7	4	23



Last updated: 12/5/2018

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	1	1	1



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: 12/5/2018

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

The Paramount Unified School District have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The Quarterly Report for Uniform Complaints for 2017-2018 can be accessed from the following website links:

[Quarter 1 Report for Uniform Complaints](#)

[Quarter 2 Report for Uniform Complaints](#)

[Quarter 3 Report for Uniform Complaints](#)

[Quarter 4 Report for Uniform Complaints](#)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	(Amplify) Grade 6, 7, 8 Anthology 2017 (Hampton-Brown) Grade 6-8 Inside the U.S.A. # / 2011 (Hampton-Brown) Grade 6-8 Inside Phonics # / 2011 (Hampton-Brown) Grade 6-8 Inside Level A-E / 2011 (Hampton-Brown) Grade 6-8 InZone Zone 1-3 Books / 2011 (Sopris West) Grade 6-8 Language! (Level A,B,C,D) / 2001	Yes	0.0 %
Mathematics	(Glencoe/McGraw-Hill) Grade 6 Math Course 1 / 2014 (Glencoe/McGraw-Hill) Grade 7 Math Course 2 / 2014 (Glencoe/McGraw-Hill) Grade 8 Math Course 3 / 2014 (Agile Mind) Grade 8 8th Grade Common Core Math / 2013 (Pearson) Grade 8 Algebra 1 / 2014	Yes	0.0 %
Science	(Glencoe/McGraw-Hill) Grade 6 Focus on Earth Science / 2007 (Glencoe/McGraw-Hill) Grade 7 Focus on Life Science / 2007 (Glencoe/McGraw-Hill) Grade 6-8 Teen Health / 2008 (Glencoe/McGraw-Hill) Grade 8 Focus on Physical Science / 2007	Yes	0.0 %
History-Social Science	(Cengage) Grade 6 Ancient Civilizations / 2018 (Cengage) Grade 7 Medieval and Early Modern Times / 2018 (Cengage) Grade 8 American Stories, Beginning to WWI / 2018	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 12/12/2018

School Facility Conditions and Planned Improvements

Cleanliness is maintained for all classrooms and grounds.

Replacement of heating and air conditioning systems throughout.

Repairs to concrete walkways, and roof systems as also been completed.

Upgrade to all lighting systems to LED. All classrooms received new window covering.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Drainage repair planned for Spring, 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Storage building planned for Spring, 2019

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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Last updated: 1/23/2019

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	45.0%	39.0%	41.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	27.0%	28.0%	28.0%	30.0%	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.

Last updated: 1/28/2019

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	799	793	99.25%	44.51%
Male	381	379	99.48%	37.47%
Female	418	414	99.04%	50.97%
Black or African American	71	71	100.00%	43.66%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	697	691	99.14%	44.28%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	13	100.00%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	773	767	99.22%	44.59%
English Learners	357	353	98.88%	31.44%
Students with Disabilities	92	87	94.57%	6.90%
Students Receiving Migrant Education Services				
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: 1/28/2019

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

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	799	794	99.37%	27.96%
Male	381	379	99.48%	25.33%
Female	418	415	99.28%	30.36%
Black or African American	71	71	100.00%	19.72%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	697	692	99.28%	28.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	13	100.00%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	773	768	99.35%	27.47%
English Learners	357	353	98.88%	17.28%
Students with Disabilities	92	88	95.65%	4.55%
Students Receiving Migrant Education Services				
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: 1/28/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	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 new California Science Test (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.

Last updated: 1/28/2019

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	21.9%	29.5%	28.3%

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: 1/28/2019

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)

Paramount Park Middle School works hard to ensure that parents are involved in the education of their children. Each year, the school surveys parents regarding the effectiveness of the school's programs and uses the responses to improve the educational program. Parents may be actively involved in the school through the Parent Teacher Association (PTA), the School Site Council (SSC), or the English Language Advisory Committee (ELAC). The School Site Council and English Language Advisory Committees are parent advisory groups that assist the administrators and staff with the educational programs at the school. Parents are also invited to formal parent teacher conferences and are encouraged to communicate with teachers and administrators. Parents are welcomed at the school, and are encouraged to come in and observe or address any concerns they might have directly by meeting with any staff members. Counselors host monthly meetings which address various topics related to parenting skills, support organizations, emotional success of students, and academic strategies.

If you have any questions concerning parent involvement opportunities, please contact the school to find out about upcoming meetings at (562)602-8052.

State Priority: Pupil Engagement

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

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

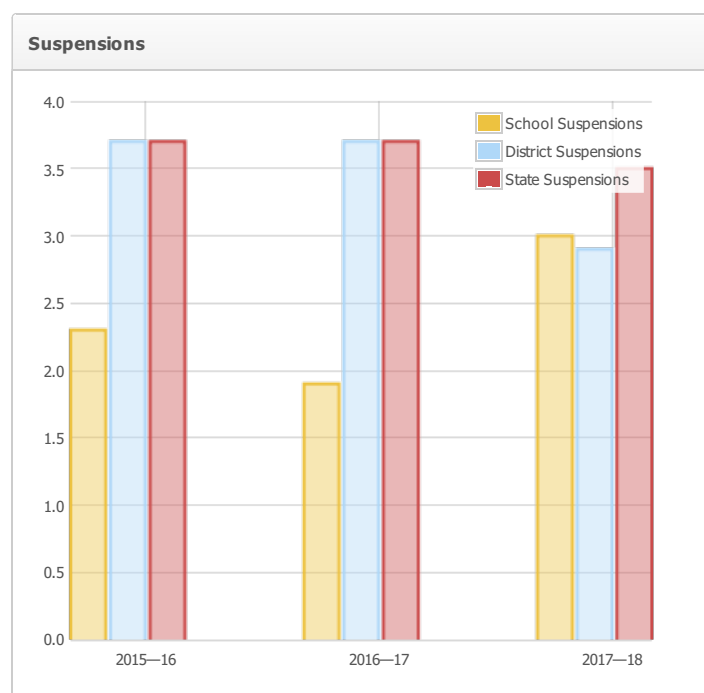
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	1.9%	3.0%	3.7%	3.7%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/28/2019

School Safety Plan (School Year 2018—19)

Paramount Park Middle School provides a clean, orderly, and safe environment for all students and staff. Through Safe and Civil Schools, all stakeholders promote safety and civility. The Safety Committee reviews the Comprehensive Safety Plan at each of their monthly meetings making modifications, additions or deletions, as needed. The staff reviewed the plan in detail on October 5, 2017 and reviews of the plan are completed as updates are made throughout the year. School Site Council discussed and approved the Comprehensive Safety Plan on March 15, 2018 in order to comply with Senate Bill 187 of 1997 and is completed annually. The Comprehensive Safety Plan binder is maintained for public inspection in the main office.

Included in the Comprehensive Safety Plan is:

- Mandated cross-reporting, SB187 overview
- Child abuse reporting
- Orderly school environment procedures
- Policy statements
- Employee discipline measures
- Dress code
- Parent liability
- Sexual harassment
- Pupil discipline
- Campus access

The school Disaster Preparedness Handbook outlines the procedures for emergencies that may arise such as earthquake, fire, intruder on/near campus, or bomb threat. All students and staff are provided with emergency preparedness training throughout the school year. Monthly fire drills, quarterly lockdown drills, and earthquake drills each semester are executed in order to be prepared for these situations if they were to arise.

Last updated: 12/20/2018

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	4	20	6
Mathematics	27.0	5	11	5
Science	31.0		10	7
Social Science	30.0	2	7	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	4	18	5
Mathematics	29.0	1	14	4
Science	31.0	1	7	9
Social Science	30.0	2	8	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	5	6	12
Mathematics	30.0		16	1
Science	29.0	1	14	3
Social Science	31.0	1	10	6

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/14/2018

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	3.0	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	4.3	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: 12/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5229.9	\$731.2	\$4498.7	\$92670.1
District	N/A	N/A	\$2112.3	\$84546.0
Percent Difference – School Site and District	N/A	N/A	18.1%	2.3%
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	-11.3%	3.8%

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

Last updated: 1/23/2019

Types of Services Funded (Fiscal Year 2017—18)

Title I - A federal program designed to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II - A federal program designed to ensure teacher and principal quality.

Title III – A federal program designed to ensure that English Learner students have the access and opportunity to obtain a high-quality education.

Beginning Teacher Support and Assessment (BTSA) - A program designed as a system of support and professional growth for preliminary credentialed teachers.

Local Control Funding Formula (LCFF) - State funding formula that is designed to help all students succeed and provides extra funding for students with greater challenges.

Last updated: 1/14/2019

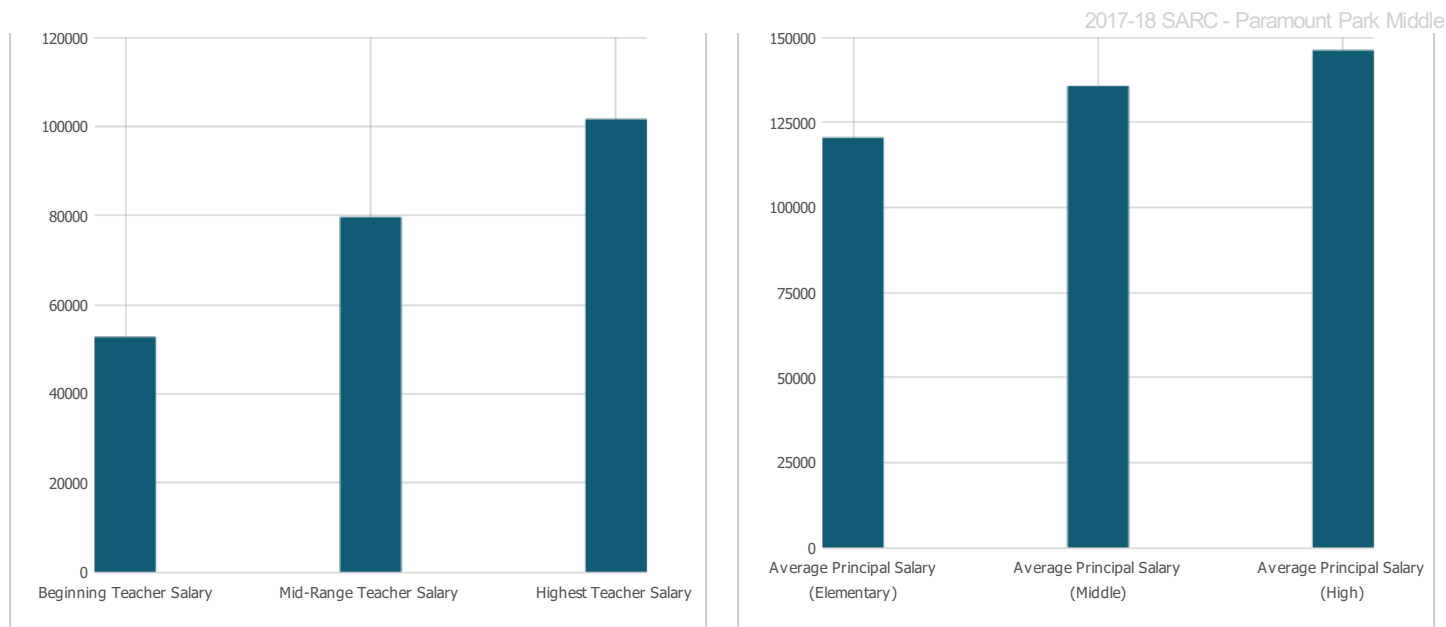
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,720	\$49,512
Mid-Range Teacher Salary	\$79,633	\$77,880
Highest Teacher Salary	\$101,610	\$96,387
Average Principal Salary (Elementary)	\$120,467	\$123,139
Average Principal Salary (Middle)	\$135,634	\$129,919
Average Principal Salary (High)	\$146,129	\$140,111
Superintendent Salary	\$246,376	\$238,324
Percent of Budget for Teacher Salaries	35.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/28/2019

Professional Development

For the past three years, professional development has been driven by the implementation of Common Core State Standards. Student achievement data is analyzed to determine the specific needs for professional development. Professional development is provided in a variety of ways. Teachers attend professional development in the summer, when school is not in session. Teachers are also provided with substitute coverage during the school day in order to attend all day professional development during the school year. In addition, teachers attend after school workshops and academic coaches model lessons and provide mentoring and support. Teachers are also regularly released during the school day to participate in collaboration meetings.

Training for K-12 teachers, coaches and principals has included Thinking Maps, AVID, English Language Development (ELD), Cognitive Guided Instruction, Next Generation Science Standards (NGSS), and Safe and Civil Practices. Teachers have had collaboration time to analyze writing and/or ELA constructed response questions and math constructed response questions. Professional development is also developed specifically for particular grade levels.

K-5 professional development activities have included Instructional Leadership Teams, Common Core Modules, Math Fluency, Math Curriculum and Development Teams, Spatial Temporal Math, English Language Arts Curriculum and Development Teams, and Write from the Beginning and Beyond.

6-12 professional development activities have included Instructional Leadership Teams, Co-Teaching, Math Curriculum and Development Teams, English Language Arts Curriculum and Development Teams, Write from the Beginning and Beyond and Career Technical Education training.

The district further promotes structured professional development programs through the Beginning Teacher Support and Assessment Program and the Induction Program for General and Special Education teachers.

Last updated: 1/24/2019