

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Gold Street School	District Name	Yreka Union Elementary School District
Street	321 North Gold Street	Phone Number	530-842-1168
City, State, Zip	Yreka, California 96097	Web Site	www.yrekausd.net
Phone Number	530-842-2438	Superintendent	Dave Parsons
Principal	Paul McCoy	E-mail Address	dparsons@yrekausd.net
E-mail Address	pmccoy@yrekausd.net	CDS Code	47-70508-6050967

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Gold Street School provides a unique learning environment for our students. We are a small school with only third and fourth grades. Every effort is made to keep class size as low as possible. Currently, our third grade classes average 18 students and our fourth grade classes average 22.5 students. All third and fourth grade classrooms have instructional aides to provide support to students for an hour per day.

The Yreka Union School District provides a strong academic program that is articulated across all grade levels. Our Curriculum Committee meets regularly to review programs to ensure that we are aligned to the California State Standards. We also provide services to meet the needs of our Special Education population, English Language Learners (ELL), and Gifted and Talented Education (GATE) students.

Our goal is to provide the best education possible. This can only be accomplished if teachers, parents, and students work as a team to provide a safe environment, support rigorous standards, and maintain open communication. Our entire staff is dedicated to this mission and we invite you to be a part of our team.

In January of 2007, we began our Siskiyou After School For Everyone (SAFE) program, which provides after-school support for a minimum of 84 students. At this time, the program serves over 100 students and includes a time for students to complete their homework, a recreational portion lead by employees of our local YMCA, an enrichment time, and a portion of time dedicated to using the computer lab.

Each classroom at Gold Street School has computer connected Active Boards that connect to an overhead mounted LCD projector. This allows teachers to present lessons through the Internet and actively engage students through technology. Each classroom is also equipped with a document camera and a Promethean Active Slate. All classrooms have Promethean Active Vote technology available. Teachers also utilize a computer lab which can serve 30 students. During the 2009 school year, Gold Street received a \$5000 grant from Lowe's to develop a science room.

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

The majority of our parent involvement comes through the School Site Council (SSC). Each year, we solicit for volunteers to sit on the Council. Parents can be elected as voting members or simply come and be an active voice. Currently, we have a strong SSC that works closely with the administration and the teachers. Parents are also encouraged to volunteer in the individual classrooms throughout the year. Adventure Day is a once-a-year event held at the end of the year. We strongly invite and encourage parents to be a part of this activity. Parents are also a vital part of our many field trips throughout the year. Parents working within the community have also assisted with and planned field trips to local work environments.

For more information on how to become involved, contact Dave Parsons, Principal, at (530) 842-2438.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	102
Grade 4	101
Grade 5	0
Total Enrollment	203

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American		White	69
American Indian or Alaska Native	9	Two or More Races	
Asian	1.48	Socioeconomically Disadvantaged	64
Filipino		English Learners	4
Hispanic or Latino	14	Students with Disabilities	6
Native Hawaiian/Pacific Islander	0.49		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0				
1	0.0	0	0	0	0.0	0	0	0				
2	0.0	0	0	0	0.0	0	0	0				
3	21.0	5	1	0	19.3	6	0	0				
4	28.5	0	4	0	28.0	0	4	0				
5	0.0	0	0	0	0.0	0	0	0				
K-3	0.0	0	0	0	0.0	0	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The Gold Street School Safety Plan was reviewed and updated by the SSC in February 2010.

The plan is reviewed yearly and addresses the following issues:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Teacher notification of student behavior
- Sexual harassment
- Board policy dress code
- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.2	0.0	0.5	6.6	16.1	8.8
Expulsions	0.0	0.0	0.0	0.0	0.9	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Yreka Primary School was built in 1953, with the addition of a second wing and a multipurpose room in 1958. The name was officially changed to Gold Street School in the 1970s. The campus comprises approximately ten acres. We have various grass fields and large

blacktop areas for children. We also have recreational equipment on two separate playgrounds, which includes swings, slides, and a climbing apparatus.

Gold Street has a nice library for student use. There are over 4,000 books on-site, with access to over 20,000 within our system. We actively use the Reading Counts program as an incentive to encourage students to read. We are constantly adding more titles to our program.

Gold Street is well maintained for its age. We have a strong custodial/maintenance staff that works hard to keep our campus looking nice and in good working order. Yreka Union School District has a five-year Deferred Maintenance Plan to ensure that our campus continues to be in good working order. Recent additions include new windows, new heating and air conditioning, sewer line replacement, the completion of a new roof, and cafeteria table replacements. The Gold Street Cafeteria was reroofed during the summer of 2010. A heat pump was replaced on Room 8 during February of 2011. Gold Street is scheduled for interior and exterior painting specifically within the next two years

Overall, we provide a wonderful learning environment for our students. We are constantly looking for ways to improve our site. We recently upgraded all classroom computers, added outdoor seating and eating areas, and have developed an outdoor garden area for student use.

We have added ten computers to be used in a computer lab setting, which provide access to the PLATO math program and Study Island for all Gold Street students. All school sites have undergone modernization within the last four to 20 years. The buildings and restrooms are in good condition, cleaned daily, and adequate for the number of students served. The District participates in the State Deferred Maintenance Program and has a scheduled maintenance plan to ensure good repair of all facilities and grounds. Adult supervision is available for students beginning at 7:45 A.M. Students arriving in the morning are supervised in the school's multipurpose room until 8:15 A.M. when they are allowed to go to their classrooms. Third and fourth grade students have separate lunch periods. During lunch, the students are supervised by a minimum of three adult supervisors. After school, students are walked to their buses by supervising adults and adults wait with students who are being picked up by their parents.

During the summer of 2009, the parking lot behind the school, the lower playground and middle playgrounds were all resurfaced. With the assistance of a grant from Lowe's, one portable classroom was established a science room to be used by all classes. We have contracted with Cal Fire to have inmates from the Deadwood Camp create two benches and two picnic tables to be used as seating for the upper and lower playground.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the District budgeted \$14,805 for the Deferred Maintenance Program. This represents 0.0018% of the District's general fund budget.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	13	11	11	54
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.3	---
Psychologist		---
Social Worker		---
Nurse	.3	---
Speech/Language/Hearing Specialist	.3	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core subject area committees of teachers and administrators meet to review textbooks and instructional materials for adoption. Those committees make recommendations to the District Curriculum Committee. The District Curriculum Committee then makes a recommendation to the local governing board. Classroom teachers are the majority of members on the District Curriculum Committee. Adoptions are consistent with the content and cycles of the State Curriculum Frameworks. Current, Standards-based textbooks and instructional materials are purchased and assigned to all students.

The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Pearson Reading Street-3rd/4th Grades	0	Yes
Mathematics	Houghton Mifflin-3rd/4th Grades	0	Yes
Science	Full Options Science System (FOSS)-3rd/4th Grades	0	Yes
History-Social Science	Scott Foresman Social Studies-3rd/4th Grades	0	Yes
Foreign Language	N/A		Yes
Health	N/A		Yes
Visual and Performing Arts	N/A		Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,663	\$5,057	\$2,606	\$53,534
District	---	---		\$52,662
Percent Difference: School Site and District	---	---		
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---		

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Class Size Reduction (grades K-3)
- Title I (grades K-8)
- Gifted and Talented Education (grades 4-8)

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,976	\$38,905
Mid-Range Teacher Salary	\$52,138	\$56,504
Highest Teacher Salary	\$61,360	\$71,750
Average Principal Salary (Elementary)	\$81,838	\$92,053
Average Principal Salary (Middle)	\$81,838	\$95,666
Average Principal Salary (High)	N/A	\$94,401
Superintendent Salary	\$117,103	\$111,055
Percent of Budget for Teacher Salaries	37.6	37.9
Percent of Budget for Administrative Salaries	4.8	6.8

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	47	45	45	44	49	49	46	50	52
Mathematics	59	67	67	51	54	54	43	46	48
Science	0	0	0	63	64	64	46	50	54
History-Social Science	0	0	0	59	57	57	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	48	67		
Female	42	67		
Black or African American	*	*		
American Indian or Alaska Native	18	47		
Asian	*	*		
Filipino				
Hispanic or Latino	40	68		
Native Hawaiian/Pacific Islander	*	*		
White	50	70		
Two or More Races	50	75		
Socioeconomically Disadvantaged	35	62		
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	6	7	6
Similar Schools	3	5	4

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	26	4	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	16	8	4
Two or More Races			
Socioeconomically Disadvantaged	71	0	2
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	811	796	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	831	813	838
Two or More Races			808
Socioeconomically Disadvantaged	772	760	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	20.0

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

First and second year teachers go through the Beginning Teacher Support and Assistance program (BTSA) to support them in the early years of their career. Teachers attend staff trainings and workshops that are relevant to their work assignments. The District has seven collaboration days scheduled during the school year. These are minimum days that allow time for staff collaboration and training.

Several days throughout the year are dedicated to staff and professional development. During the 2009-2010 school year seven minimum days were held. The primary focus of those days was utilizing grade level teams to work on improving instructional practices. Staff utilizes Professional Learning Communities where they use a structure to work in their grade level teams to improve assessment and instructional practices.

Our focus has also been on improving our teaching of writing. During the 2010-11 school year we will be focusing on how to implement Positive Behavior Support in our schools. We will also continue to work on improving writing instruction. During the 2010-2011 school year we will also be implementing our new Language Arts curriculum and going through training specific to the language art curriculum. In addition selected members of our instructional staff will be going through training for Aligning Curriculum as it pertains to Language arts and other instructional staff will be going through PRTI training. For the previous three school years, we had two days each year dedicated to staff and professional development.