

# Susan B. Anthony Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Susan B. Anthony Elementary School
<b>Street</b>	2665 Gilbert Avenue
<b>City, State, Zip</b>	Corona, CA 92881
<b>Phone Number</b>	(951) 739-5655
<b>Principal</b>	Ryan Reider
<b>E-mail Address</b>	rreider@cnsud.k12.ca.us
<b>Web Site</b>	www.cnsud.k12.ca.us/saes
<b>CDS Code</b>	33670336112957

<b>District Contact Information</b>	
<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Michael H. Lin, Ed.D.
<b>E-mail Address</b>	mclin@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

From its inception in 1995, Susan B. Anthony Elementary School has followed a non-traditional path. We began as a portable school on the borrowed ground of another large elementary school in Corona-Norco Unified School District. After five years at this temporary site, we opened the doors to our beautiful, newly constructed school in July 1999. At the “temporary” site, our population was initially fairly homogeneous. When opening as a permanent site, our school became a new attendance area pilot project for the district. Instead of pulling from our local neighborhood, of new, middle class homes, our boundaries were shifted to include approximately 300 students from a nearby, older and more ethnically and socio-economically, diverse area. We were the first school in our district to open in this manner. We now service 850-900 hundred students from our boundaries and several transfer students.

We are truly focused on moving each student to his/her individual level of excellence through the use of researched based, best instructional strategies. Implementing quality instruction and intervention programs in order for our students to have a strong foundation to successfully head into college and/or career. This target is set for all of our students and inhabits the understanding that each student has their own needs and potential. Our vision emphasizes learning, the community, and the safety and health of our students through the implementation of our 5 C's of Communication, Critical Thinking, Creativity, Collaboration, and Citizenship.

Our vision encompasses all of the 5 C's to cultivate students that are strong thinkers that can be presented with a multitude of information and be able to come to opinions, statements, and conclusions that are clear, based on evidence, and show their thought process. Students are further expected and supported to be strong communicators. A specific area, carried out through our Professional Learning Community, is Writing. Writing is a highly craved and necessary skill in both college and career. It is also an extremely demanding process to learn, and not only improves a student's thinking capacity, but shows how a student thinks. This process is critical to informing our instructional program.

Since opening our doors, Susan B. Anthony Elementary has collaborated as a professional staff and community to set the foundation for our students to be productive, thinking members of society as they enter college and/or career.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	136
<b>Grade 1</b>	100
<b>Grade 2</b>	114
<b>Grade 3</b>	125
<b>Grade 4</b>	113
<b>Grade 5</b>	133
<b>Grade 6</b>	132
<b>Total Enrollment</b>	853

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.5
Asian	14.7
Filipino	2.2
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.2
White	39.7
Socioeconomically Disadvantaged	28.8
English Learners	4.7
Students with Disabilities	11.0
Foster Youth	0.0

## 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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	34	33		31.5
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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 2018-19)

**Year and month in which data were collected:** August 15, 2017

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, August 15, 2017, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0
Mathematics	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		0
Science	2008 Macmillan/McGraw-Hill, California Science		0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series		0

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

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Susan B. Anthony Elementary School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, addition of a fence around the 6th grade area was completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Susan B. Anthony Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning
- Immediate call for help
- Checks for safety

- Opens the campus
- Multipurpose room cleanup
- Facility maintenance
- Event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

**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: 4/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	ADMIN AREA: 4. WATER STAIN CEILING TILES RM 28: 4. WATER STAIN CEILING TILES RM 4: 4. WATER STAIN CEILING TILES 7. LIGHTS ARE FLICKERING RM 8: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	RM 4: 4. WATER STAIN CEILING TILES 7. LIGHTS ARE FLICKERING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM 3: 10. ITEMS ARE STACKED ON SHELVES (EARTHQUAKE HAZARD)
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 4/6/2018	
Overall Rating	Good

## 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	77.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	62.0	66.0	45.0	46.0	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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	504	98.44	76.59
Male	265	260	98.11	72.69
Female	247	244	98.79	80.74
Black or African American	41	41	100.00	68.29
American Indian or Alaska Native	--	--	--	--
Asian	78	75	96.15	86.67
Filipino	13	13	100.00	69.23
Hispanic or Latino	172	170	98.84	68.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	194	98.48	81.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	168	165	98.21	70.30
English Learners	50	44	88.00	65.91
Students with Disabilities	47	47	100.00	40.43

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	512	508	99.22	65.75
Male	265	262	98.87	68.32
Female	247	246	99.6	63.01
Black or African American	41	41	100	58.54
American Indian or Alaska Native	--	--	--	--
Asian	78	76	97.44	82.89
Filipino	13	13	100	53.85
Hispanic or Latino	172	172	100	57.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	197	195	98.98	68.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	168	167	99.4	61.68
English Learners	50	48	96	54.17
Students with Disabilities	47	47	100	25.53

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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	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 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.

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.2	25.6	23.3

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.

## 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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, school newsletters, and the school website. Contact the school office at (951) 739-5655 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer  
Classroom Helper  
Office Helper  
Computer Lab  
Parent Teacher Association

Committees  
English Learner Advisory Council  
Parent Teacher Association  
Safe Schools Committee  
School Site Council  
Event Committee

School Activities  
Back to School Night  
Open House  
Parent Evenings  
School Tour



## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.6	0.9	0.5	2.7	2.9	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Susan B. Anthony Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

## 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 (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	29	1	3	1	43		1	2	45			3
<b>1</b>	31		4		30		4		25		4	
<b>2</b>	31		4		32		4		29		4	
<b>3</b>	32		4		29		4		31		4	
<b>4</b>	31		4		34			4	28		4	
<b>5</b>	31		3	2	28		5		27		5	
<b>6</b>	32		3	1	32		3	1	33			4
<b>Other</b>	12	1										

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

\*\* "Other" category is for multi-grade level classes.

**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		
Counselor (Social/Behavioral or Career Development)	1.2	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.5	N/A
Resource Specialist (non-teaching)		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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	695.6936	5849.354	101135.69
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-20.1	4.2
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-24.4	22.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds

- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

#### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	61750	47903
<b>Mid-Range Teacher Salary</b>	93809	74481
<b>Highest Teacher Salary</b>	115444	98269
<b>Average Principal Salary (Elementary)</b>	129415	123495
<b>Average Principal Salary (Middle)</b>	134095	129482
<b>Average Principal Salary (High)</b>	140885	142414
<b>Superintendent Salary</b>	360747	271429
<b>Percent of Budget for Teacher Salaries</b>	41.0	35.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	5.0

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

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

Susan B. Anthony's professional development is focused on our designated higher level thinking skills that we need our students to be able to successfully apply in any situation (our 5C's) and the tasks that best lead, and illustrate, that our students are prepared for college and career (our Instructional Pathway). Our 5C's and our Instructional Pathway is interrelated and reciprocal. Our 5C's and Instructional Pathway are defined in, demanded by, and driven by our Common Core Standards.

Susan B. Anthony's 5C's

- Communication - Sharing thoughts, questions, ideas, and solutions
- Critical Thinking - Looking at problems in a new way, linking learning across subjects and disciplines
- Creativity - Trying new approaches to get things done equals innovation and invention
- Collaboration - Working together to reach a goal - putting talent, expertise, and smarts to work
- Citizenship - Demanding and supporting the best in ourselves and of each other

Instructional Pathway

- Close Reading of Complex Grade Level Texts
- Evidenced Based Claims and Conjectures
- Communicate Using Academic Language
- Structured Collaborative Conversations
- Evidenced Based Writing and Argument

Furthermore, our PLC (Professional Learning Community) focus for K - 6 is Writing, which is a vehicle to not only teach higher level thinking skills, but also shows how and at what level our students are thinking at.

Our focus was determined by our research into what is needed to be successful in College and/or Career, as well as, what is demanded by the Common Core Standards and the SBAC State assessment. Data from SBAC, as well as regular implementation of common formative assessments (CFA) informs our continued Professional Development.

Teachers have two full day in-services a year, along with one staff meeting and one PCT meeting (Professional Collaboration Time) once a month. For the past two years, as a site, we have used the entirety of this time on researched based instructional strategies that successfully support our students with acquiring the concept of and ability to apply the 5C's and the Instructional Pathway. When they are accomplishing these goals, they are illustrating the higher level thinking skills demanded of the Common Core and College and/or Career.

The presentation of Professional Development varies depending on the goals and focus. For two years we used an outside consultant focused on engaging students in higher level thinking and first best instruction. But, as a staff, professional development also includes teacher and/or administration led presentations, staff discussions, peer support, model lessons, and/or attending one day conferences and then sharing with the rest of the staff. Teachers are supported through this staff development, through time, necessary materials, and teacher to teacher or teacher to administration meetings, discussions, and/or feedback. In addition, teachers are able to sign up for numerous trainings through the district office.

We believe that our modern world today demands high level thinkers and our mission and professional development lays the foundation for our students, here at SBA, to become those needed citizens.