Edwin Markham Middle 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)

School Contact Information	
School Name	Edwin Markham Middle School
Street	2800 Moulton Drive
City, State, Zip	Placerville, CA 95667
Phone Number	(530) 622-0403
Principal	Terry Edinger
E-mail Address	tedinger@pusdk8.us
Web Site	http://pusdk8.us/Markham
CDS Code	09-61952-6005649

District Contact Information	
District Name	Placerville Union School District
Phone Number	(530) 622-7216
Superintendent	Eric Bonniksen
E-mail Address	ebonniksen@pusdk8.us
Web Site	www.pusdk8.us

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

Edwin Markham Middle School, a California Distinguished School in the Placerville Union School District, serves approximately 400 students in grades 6 through 8. The school is situated in the community of Placerville in the Sierra foothills 40 miles east of Sacramento on Highway 50. Our school is named after Edwin Markham, poet, author and educator who lived in El Dorado County during the early 1900s.

Our mission statement is at the core of what drives our campus: Ensuring every student's intellectual and emotional growth while promoting effective citizenship. Building relationships and academic foundations are the goals of the caring and hard-working Markham staff. From the bus driver to the classroom teacher, the custodial staff to the office staff, the Markham family knows all campus adults have a role to play in our students' learning. Families are an important component in the success of Edwin Markham Middle School. The School Site Council and Parent Club are two teams composed of parents and community members who work side-by-side with our staff to create a successful school. Parents and community members volunteer in many ways: in the classroom, for daily yard/lunch supervision, field trips, dances and other school activities. Back-to-School Night, Open House and twice-yearly Student-Parent-Teacher Conferences are the framework of parent support for student academics.

The facilities at our school are a focal point for the Placerville community as well. Our facilities are in use seven days a week with community and recreation programs sharing the grounds on most days. Our gymnasium, multi-purpose room and athletic field are examples of Markham and outside organizations working in tandem for the benefit of all residents. Markham is truly a hub of community life for Placerville.

Our students truly have "Panther Pride," working diligently under the direction and leadership of our teaching and instructional staff. Since the 2012-13 school year, we've made tremendous strides in implementing the new Common Core State Standards. Rigorous classroom instruction and a strong commitment to ensuring that all students succeed are the cornerstones of our teachers' practices. Our students are taught in an atmosphere in which they are valued and where in turn, our students value learning. In addition, our school offers an array of opportunities to engage students in their campus community outside of the classroom by participating in clubs, music, support programs, and athletics. Over one third of our students are involved in some extra-curricular activity. On a daily basis, students demonstrate evidence of "Panther Pride" and are recognized through our PAW Program (Panthers Always Win), becoming eligible for weekly drawings of rewards.

Throughout our campus, from the classroom to the cafeteria, from classified to certificated staff, we provide a school environment where students are the focus.

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

Grade Level	Number of Students
Grade 6	125
Grade 7	113
Grade 8	133
Total Enrollment	371

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	0
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	0
White	64.4
Two or More Races	5.9
Socioeconomically Disadvantaged	54.4
English Learners	8.9
Students with Disabilities	10.2
Foster Youth	1.6

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	19	19	17	62
Without Full Credential	1	0	0	0
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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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: December, 2011

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart Winston (2005).	Yes	0
Mathematics	Big Ideas Learning (2012), College Preparatory Mathematics (2012).	Yes	0
Science	Prentice Hall (2007).	Yes	0
History-Social Science	Glencoe (2006), Prentice Hall (2006).	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Edwin Markham School first opened in 1961. The buildings are well constructed, but their age demands constant maintenance. The custodians and the principal conduct monthly maintenance/safety checks.

Major repairs are made at Markham during the summer months. Classroom modernization was completed during the summer of 2008. Twelve classrooms were modernized to include state-of-the-art computer network infrastructure. The school buildings and grounds provide adequate space for teaching and learning. The school houses three separate computer labs on campus. Our library, science building and music building are exemplary facilities. The rest rooms, floors, walls, plumbing and electrical systems are old but functional. The entire roof was replaced during the summer of 2003. A new music building was completed during the 1999-00 school year and is an excellent addition to our campus and exemplary music program. During the 2000-01 school year, classroom lighting was retrofitted. A new lighting system was also installed in the multipurpose room. During the 2004-05 school year, the new gymnasium and a new three-laboratory science building were constructed. These two new buildings are outstanding additions to the Markham campus. The gymnasium is regularly used by the community for recreational purposes.

The entire staff, including the custodial staff, works to keep the buildings and grounds clean, free of litter and graffiti. Graffiti is removed as soon as it is discovered, and this has resulted in a drastic reduction in graffiti at the site. Community volunteer days have been a great help to keeping our campus looking beautiful.

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 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2015				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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	58	62	53	55	44	48
Mathematics	43	48	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	6	125	124	99.2	51.6
	7	120	119	99.2	68.9
	8	131	130	99.2	64.3
Male	6	66	66	100.0	51.5
	7	53	52	98.1	53.9
	8	60	60	100.0	55.9
Female	6	59	58	98.3	51.7
	7	67	67	100.0	80.6
	8	71	70	98.6	71.4
Black or African American	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	36	36	100.0	36.1
	7	38	38	100.0	50.0
	8	31	31	100.0	41.9
White	6	76	75	98.7	57.3
	7	76	76	100.0	79.0
	8	87	86	98.8	72.9
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	47	46	97.9	45.6
	7	38	37	97.4	56.8
	8	42	42	100.0	48.8
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	12	12	100.0	8.3
	7	--	--	--	--
	8	15	15	100.0	7.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	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
All Students	6	125	124	99.2	28.2
	7	120	119	99.2	46.2
	8	131	130	99.2	67.4
Male	6	66	66	100.0	34.9
	7	53	52	98.1	44.2
	8	60	60	100.0	67.8
Female	6	59	58	98.3	20.7
	7	67	67	100.0	47.8
	8	71	70	98.6	67.1
Black or African American	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	36	36	100.0	11.1
	7	38	38	100.0	23.7
	8	31	31	100.0	48.4
White	6	76	75	98.7	33.3
	7	76	76	100.0	56.6
	8	87	86	98.8	77.7
Two or More Races	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	6	47	46	97.9	19.6

| Student Group | Grade | Number of Students | | Percent of Students | |
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	38	37	97.4	32.4
	8	42	42	100.0	51.2
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	12	12	100.0	
	7	--	--	--	--
	8	15	15	100.0	7.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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
Science (grades 5, 8, and 10)	72	83	79	73	77	75	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
All Students	131	128	97.7	78.9
Male	60	58	96.7	89.7
Female	71	70	98.6	70.0
Hispanic or Latino	31	31	100.0	61.3
White	87	84	96.6	85.7
Socioeconomically Disadvantaged	42	40	95.2	65.0
Students with Disabilities	15	13	86.7	61.5

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
7	5	16.7	75.8

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)

Markham Middle School encourages parents to serve in any of our many groups that support the campus. Our Parent Club meets once a month and has a page on our web site as well as a Facebook page for maximizing communication. A parent Band Booster group acts under the umbrella of our Parent Club to help support our District's music program. Site Council, Budget Committee, Health Education Advisory Committee, English Learner Advisory Council, Kiwanis Builders Club, Athletics Program, etc., all have parent and community involvement within their organizations. We need and encourage our parents to become involved with our campus.

Parents have complete access to their child's grades through our Aeries ABI online grade book system. Parents are also encouraged to communicate with teachers through email. In addition we hold four days of parent-teacher-student conferences in the fall, and two days in the spring. Newsletters are sent home monthly at the end of every grading period. We make frequent use of our automated phone call system to keep parents informed of important dates and when information is being sent home with students. Announcements are posted three days a week and are emailed to parents upon request. For students needing additional support, Markham staff regularly meet with parents for Student Study Teams, Response to Intervention, Behavior Support Plans and Individual Education Plans.

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	4.7	4.8	6.5	3.1	3.0	3.1	4.4	3.8	3.7
Expulsions	0.5	0.3	0.3	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school's Emergency Operations Plan is reviewed every year during staff development days before school starts. Staff is updated on the plan and made aware of the important details in the plan. Markham practices a "Lock Down Drill", "Fire Drill" and " Bus Evacuation" during the first week of the school year with all staff and students. The Plan is always reviewed and revisions are considered after every major emergency.

Monthly evacuation emergency drills are conducted to keep students and staff attuned to safety procedures. Evacuation drills to alternate sites require staff and students to follow alternate instructions and keep staff and students flexible and responsive to most scenarios. Coaching staff is trained to administer CPR and first-aid and has gone through training in recognition of concussions. Additionally, the school nurse works one and one-half days per week assisting office personnel, staff, students, and parents with health concerns and is available by phone as needed.. Yard supervision is provided by teachers, aides, and principal before and after school and at all passing periods, breaks, and lunch.

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
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	**Number of Classrooms**			**Avg. Class Size**	**Number of Classrooms**			**Avg. Class Size**	**Number of Classrooms**		
		1-22	**23-32**	**33+**		**1-22**	**23-32**	**33+**		**1-22**	**23-32**	**33+**
English	20	6	6	1	21	6	6	1	29	0	7	1
Mathematics	21	5	6	1	31		1		29	0	8	0
Science	26	1	6	2	26	1	6	2	31	0	8	0
Social Science	30	1	4	3	30		6	2	31	0	6	2

Note: 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.

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	.15	85
Counselor (Social/Behavioral or Career Development)	.18	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff (Paraprofessional)	0.88	N/A
Psychologist	0.34	N/A
Social Worker	N/A	N/A
Nurse	0.08	N/A
Speech/Language/Hearing Specialist	N/A	N/A
Resource Specialist	N/A	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,334	$1,769	$7,565	$60,537
District	N/A	N/A	$7,222	$65,335
Percent Difference: School Site and District	N/A	N/A	4.7	-7.3
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	33.3	-15.5

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

Types of Services Funded (Fiscal Year 2015-16)

Markham has added Instructional Aide time in many areas to provide more support for students and teachers across the campus. Our Bilingual Aide time was increased to support our McKinney Vento students and our EL population. Our Special Education Aide time was increased to allow for more campus supervision without taking away service time from Special Education. We added a full-time aide postion to manage our Student Support Center where students can refocus before returning to a classroom, work quietly on teacher assignments away from the classroom, get extra help when needed on academic and personal issues, and serve out teacher-assigned detentions. The library is open before and after school for tutoring and study hall to help students who are dropped off early or have to wait for rides home. Markham offers the Academic Grace Program (AGP) once a quarter after school for an hour on three days a week. The AGP program is for students on Academic Probation and is run by classroom teachers. Students focus on completing class work and online remediation in areas they are struggling. Special Education services are offered to eligible students based on the students' educational needs as specified in Individualized Education Program (IEPs) plans. Eligible students participate in the National School Lunch Program.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,629	$44,507
Mid-Range Teacher Salary	$57,242	$68,910
Highest Teacher Salary	$77,729	$88,330
Average Principal Salary (Elementary)	$102,045	$111,481
Average Principal Salary (Middle)	$97,865	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$119,700	$169,821
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Staff Development is provided in three full days before the school year begins and during early release time every Monday throughout the year. Staff is encouraged to pursue professional development on a regular basis and has access to site funding that will help pay for all training expenses. Professional Development is delivered through all types of modalities, including conferences, classes, webinars, tutoring and after school support. Staff regularly reports back to the school board about their training and how they plan on using what they have learned. Many of our staff have become trainers in a wide variety of skills and programs.

Markham currently is focusing staff development around English-Language Arts and Math instruction, with an emphasis on the Common Core State Standards (CCSS). Our staff utilizes the expertise of the District's Common Core coach who assists teachers with planning and assessments centered on the CCSS. We target many of our efforts for training to assist our English Learners and students at-risk of failure. Teachers are being trained in a wide variety of ways to better reach a growing diversity of student needs. In addition, we conduct monthly Technology Training utilizing site trainers. Staff are able request specific topics and have customized training sessions, making the most effective use of time and resources.