

Crest School Accountability Report Card

Reported for School Year 2007-08

Published During 2008-09

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 at the [SARC](#) website. 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 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 2008-09)

School		District	
School Name	Crest Elementary	District Name	Cajon Valley Union Elementary
Street	2000 Suncrest Blvd.	Phone Number	(619) 588-3005
City, State, Zip	El Cajon, CA 92021-4249	Website	www.cajonvalley.net
Phone Number	(619) 588-3128	Superintendent	Dr. Janice Cook
Principal	Martin Jaquez	E-mail Address	cookj@cajonvalley.net
E-mail Address	jaquez@cajonvalley.net	CDS Code	37-67991-6037600

School Description and Mission Statement (School Year 2007-08)

Crest School is dedicated to a child-centered philosophy in teaching and learning, whereby all students are educated in an integrated setting which focuses on high academic standards, and nurtures the development of responsible, literate, thinking, and contributing members of a multicultural society.

The Crest staff and community work together to create a safe and positive climate for children. Through experience and research, we believe that children learn best and feel more successful in an orderly environment which reinforces the concepts of courtesy, cooperation, communication, and mutual respect.

Opportunities for Parental Involvement (School Year 2007-08)

Parent Participation

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Citizen's Advisory Council (SCAC) – Parent representatives from each school meet monthly with the Superintendent to receive information and give input about activities at the schools.

Superintendent's Budget Advisory Council (SBAC) – This council includes parents, staff, and community members who meet to discuss budget priorities for the coming year that will later be presented to the Governing Board.

District English Learner/Bilingual Advisory Committee (DELBAC) – This committee meets monthly and provides opportunities for representatives from each school with a Bilingual Advisory Committee/English Learner Advisory Committee to learn about District and state programs for English learners.

Gifted and Talented Education (GATE) Task Force – Parent and teacher representatives from throughout the District meet to review the GATE Program and make recommendations to strengthen GATE offerings.

Learning Environment Task Force – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parents and staff meet quarterly.

School Site Committees:

School Site Council (SSC) – Each school has a School Site Council that meets monthly and is comprised of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

School Events:

Each year parents are invited to Back to School Night, Spring Open House, our Golden Ticket Assemblies, our Lunch on the Lawn for School Pride Award winners, and our annual music Program/End of Year BBQ. In addition, our site involves parents through classroom volunteers, room parents, School Site Council, and the PTA.

Parent Education:

The District promotes parent education through collaboration with Adult Education, site-based parent education sessions, Title 1 and Bilingual Program offerings, and the San Diego County Office of Education sponsored conferences.

In addition, the District sponsors Community Based English Tutoring (CBET) which provides free English language instruction to parents and members of the community who do not speak fluent English. Adult participants pledge to provide English language tutoring to District students. Parents in the CBET program also receive instruction on effective tutoring through training sessions given by consultants.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	24

Grade 1	28
Grade 2	28
Grade 3	17
Grade 4	31
Grade 5	23
Total Enrollment	151

Student Enrollment by Group (School Year 2007-08)

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
African American	0.66%
American Indian or Alaska Native	1.32%
Asian	0.66%
Hispanic or Latino	11.26%
Pacific Islander	1.32%
White (not Hispanic)	75.5%
Multiple or No Response	9.27%
Socioeconomically Disadvantaged	19%
English Learners	4%
Students with Disabilities	11%

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	2005-06			2006-07			2007-08					
	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	28.0		1		28.0		1		20.0	1.0		
1	120.0			1	20.0	1						
2	17.0	1										
3	19.0	1			20.0	1						
4	30.0		1		24.0		1		31.0		1.0	
5	32.0		1		29.0		1		23.0		1.0	
K-3	18.0	1			20.0	2			19.3	4.0		

III. School Climate

School Safety Plan (School Year 2007-08)

Date of Last Review/Update: October 2, 2007	Date Last Discussed with Staff: October 15, 2007
<p>Crest School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually.</p> <p>The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.</p>	

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.1	1.2	3.3	5.7	6.3	5.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

<p><u>General</u> The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Facilities, Maintenance, and Operations Office.</p> <p>Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.</p> <p><u>Facilities Description</u> This school has nine permanent classrooms and two portable classrooms, a library, a multipurpose room, and an administration building. The main campus was built in 1956 with additions made in 1978 and 1988. The school was modernized in 2002; the multipurpose room was built in 1999.</p> <p><u>Maintenance and Repair</u> District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.</p> <p><u>Cleaning Process and Schedule</u> The school is cleaned every other night by a part-time custodian. Work performed includes: sweeping, vacuuming, and</p>

mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. There is one full-time day custodian. This day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, minor facility repairs, special emergency clean ups, and groundskeeping. Carpets are shampooed, and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget

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. The total deferred maintenance program budget for the 2008-09 school year is \$1,411,457 which includes a contribution of \$707,627 from the District's general fund.

School Facility Good Repair Status (School Year 2008-09)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			Ceiling tiles replaced
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			Fountains replaced
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	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 at the [DataQuest](#) website.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	10	8	8	843
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence	0	0	0	N/A

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	2006-07	2007-08	2008-09
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 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the District, at high-poverty schools in the District, and at low-poverty schools in the District. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) website. Note: Teachers of core academic subjects must have a Certificate of Compliance on file verifying subject matter competency to be considered NCLB compliant.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.6	4.4
High-Poverty Schools in District	91.1	8.9
Low-Poverty Schools in District	97.4	2.6

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

All textbooks adopted by the Governing Board, for use by the Cajon Valley Union School District, are standards aligned and selected from the most recent State Board of Education approved textbook list. Every student has access to textbooks for each subject area. In grades K–2, in some cases, the State adopted program includes big books or kits that are shared with students through whole group instruction.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin <u>Reading</u> (English and Spanish), Grades K–5 – Implemented 2003 Hampton Brown <u>Avenues</u> (ELD), Grades K–5 – Implemented 2005 Hampton Brown <u>High Point</u> , Grades 4–5 – Implemented 2004 Sopris West <u>Language!</u> , Grades 4–5 – Implemented 2004 SRA <u>REACH</u> , Grades 4–5 – Implemented 2004 Scholastic, <u>READ 180</u> , Grades 4–5 – Implemented 2004
Mathematics	Scott Foresman <u>enVision Math</u> , Grades K–5 – Implemented 2008
Science	Macmillan McGraw-Hill <u>California Science</u> , Grades K–5 – Implemented 2007
History-Social Science	Scott Foresman <u>History-Social Science for California</u> , Grades K–5 – Implemented 2006

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Ratio 1:1 (one book per student)
Mathematics	Ratio 1:1 (one book per student)
Science	Ratio 1:1 (one book per student in grades 1–5; Kindergarten Big Book Kit)
History-Social Science	Ratio 1:1 (one book per student in grades 3–5; K–2 Big Book Kit)

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 at the [Current Expense of Education](#) web page and teacher salaries can be found on the Certificated Salaries and Benefits web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,301	\$280	\$4,021	\$65,264
District	N/A	N/A	\$5,363	\$66,271
Percent Difference – School Site and District	N/A	N/A	25.02%	1.52%
State	N/A	N/A	\$5,300	\$64,702
Percent Difference – School Site and State	N/A	N/A	24.13%	8.68%

Types of Services Funded (Fiscal Year 2007-08)

Character education is promoted through the school wide Peace Builders Program and participation in the TEC-PEP Grant that provides the Peaceful Playground program at our school.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays District-level salary information 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. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,150	\$40,667
Mid-Range Teacher Salary	\$63,583	\$66,167
Highest Teacher Salary	\$92,445	\$84,142
Average Principal Salary (Elementary)	\$99,806	\$104,640
Average Principal Salary (Middle)	\$107,475	\$107,227
Superintendent Salary	\$189,859	\$167,564
Percent of Budget for Teacher Salaries	43.2%	42.3%
Percent of Budget for Administrative Salaries	5.3%	5.4%

IX. Student Performance

California Standards Tests

The California Standards Tests (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 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) web page.

CST 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	55	46	54	46	47	48	42	43	46
Mathematics	61	54	64	50	47	49	40	40	43
Science	58	32	48	38	40	50	35	38	46

Note: Scores are not shown when the number of students tested is 10 or less, because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST 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
Hispanic or Latino	64	58	*
White (not Hispanic)	51	62	41
Male	42	62	47
Female	66	66	*
Economically Disadvantaged	47	53	*
Students with Disabilities	0	18	*

Note: Scores are not shown when the number of students tested is 10 or less, because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six 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 [Physical Fitness Testing](#) web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	56.0

Note: Scores are not shown when the number of students tested is 10 or less, because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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 [API](#) web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide	8	7	6
Similar Schools	8	3	N/A

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	-20	-29	55	824
White (not Hispanic)	-32	-20	36	812

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 English-language arts (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 [AYP](#) web page.

AYP Overall and by Criteria (School Year 2007-08)

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	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes

Federal Intervention Program (School Year 2008-09)

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 (English-language arts 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 [AYP](#) web page.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	23.3

XI. Instructional Planning and Scheduling

Professional Development

Each year, teachers and support staff participate in professional development, as indicated in the Comprehensive School Plan for Student Achievement and the District Strategic Plan. Priorities are established for teacher and staff training using data from teacher surveys and student achievement. Sessions help teachers to implement the adopted standards-based textbooks. Teachers requiring additional certifications are enrolled in appropriate programs.

Staff members participate in workshops offered within the District or sponsored by the San Diego County Office of Education. Others attend classes provided at local universities or through on-line resources.

A calendar is distributed that includes all the Cajon Valley Union School District and San Diego County Office of Education offerings for the year. Teachers who attend workshops during the year share curricular information and teaching techniques with other teachers.

Classroom teachers and classified staff members who work with students are eligible for State Professional Development Buy-Back. Teachers may receive up to 16.5 buy-back hours to be used for professional development during non-duty time, and classified staff receives up to six hours of training. The table below shows the annual number of hours dedicated for staff development through State Professional Development Buy-Back for the most recent three-year period.

Number of Hours Dedicated to Professional Development from Buy-Back Funds		
2005-06	2006-07	2008-09
16.5	16.5	16.5

In addition to Buy-Back, categorical funds are used for teacher professional development. Site categorical fund expenditures must be approved by the School Site Council.

Teachers participated in the following Professional Development opportunities:

- Too Good for Drugs (grades K–5)
- Enhancing Classroom Management Series (grades K–5 for regular and special education teachers)
- Scott Foresman History/Social Studies Training (grades K–5)
- District Trimester Literacy and Math Circles (grades K–5)
- AB 466 Houghton Mifflin (grades K–5)
- High Point or READ 180 (grades 4–5)
- Focused Approach to English Language Instruction (grades K–5)
- Classroom Instruction That Works (grades K–5)
- Write Institute (grades 4–5)
- Lindamood-Bell, On Cloud Nine Math, Seeing Stars/Symbol Imagery, Visualizing and Verbalizing, Step Up to Writing (Special Education teachers)