Magnolia Science Academy Santa Clara

Mr. Yilmaz Ak, Principal

Principal, Magnolia Science Academy Santa Clara

About Our School

Magnolia Science Academy Santa Clara (MSASC) is a Math, Science and Technology focused college-prep middle and high school. MSASC was founded in 2010 by the Magnolia Foundation.

MSASC's curriculum introduces students to a rigorous education in the core subjects of Math, Science, Language Arts, and Social Studies. Along with core classes, MSASC offers electives such as Computer Programming, Robotics Engineering, Foreign Languages and Visual Arts as early as the 6th grade. Physical Education and Character Education are enrichment to MSASC's educational program.

Participation in Math, Science and Technology competitions in another unique feature of MSASC and our students have won numerous awards over the past four years.

After School programs are a daily routine as MSASC and run until 4 pm. Students participate in a variety of activities including tutoring, sports, arts, foreign language, Advanced Math, and Science Olympiads.

MSA encourages parent involvement in their child's education and school activities. Scheduled home visits and our web based school information system keep parents informed about school events and enables them to track student performance including grades, discipline records, attendance, homework, tests and projects.

Contact

2720 Sonoma Pl.
Santa Clara, CA
95051

Phone: 408-244-2620
E-mail: santaclara@magnoliascience.org
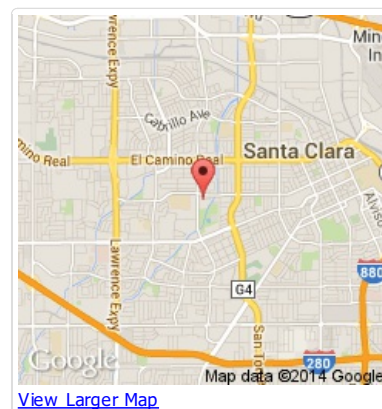
View Larger Map

Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

School	
School Name	Magnolia Science Academy Santa Clara
Street	2720 Sonoma Pl.
City, State, Zip	Santa Clara, Ca, 95051
Phone Number	408-244-2620
Principal	Mr. Yilmaz Ak, Principal
E-mail Address	santaclara@magnoliascience.org
County-District-School (CDS) Code	43104390120261

District	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	http://www.sccoe.org
Superintendent First Name	Xavier
Superintendent Last Name	De La Torre
E-mail Address	xavier_delatorre@sccoe.org

Last updated: 2/6/2014

School Description and Mission Statement (School Year 2012-13)

Magnolia Science Academy - Santa Clara (MSASC) is an inclusive STEM-focused schools established in fall 2010. In the summer of 2012, our school moved to its current location. MSASC provides an academically rigorous and enriching standards based curriculum for all students in grades 6-11 with a focus on science, technology, and mathematics. Our school provides a STEM focused curriculum with electives such as Computer Programming, Robotics Engineering and Accelerated Math Programs as early as the 6th grade. The curriculum is further supplemented with programs such as Foreign Languages, Get Ready for Life, enrichment classes, tutoring, and after school clubs.

Mission

Magnolia Public Schools provide a college preparatory education program emphasizing Science, Technology, Engineering and Mathematics (STEM) in a safe environment that cultivates respect for one's self and others.

Vision Statement

Graduates of Magnolia Science Academy are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

Last updated: 2/6/2014

Opportunities for Parental Involvement (School Year 2012-13)

MSASC encourages all stakeholders to be active participants to the school community, so we offer multiple ways for parents to be involved.

First and foremost is our Parent Teacher Organization (PTO). The PTO conducts monthly meetings and are our parent support group. The PTO does organize activities, runs fundraisers, coordinates parent volunteers and assists in many ways to the daily activities of the school.

Our School Site Council meets once a month and includes parents, students, teachers and school administrators. The SSC meets to evaluate and determine school wide improvements programs, budgets and recommendations to the school board.

MSASC also has a Home Visit Program with a target of visiting %50 of our parents annually. Our College Adviser organizes college nights for HS students and High school nights for 8th graders to provide information about future opportunities. The school also conducts regular student and parent surveys to gather feedback and evaluate our programs.

Last updated: 2/6/2014

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which 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 nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- **Alternate Performance Assessment (CAPA)**, includes ELA and 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.
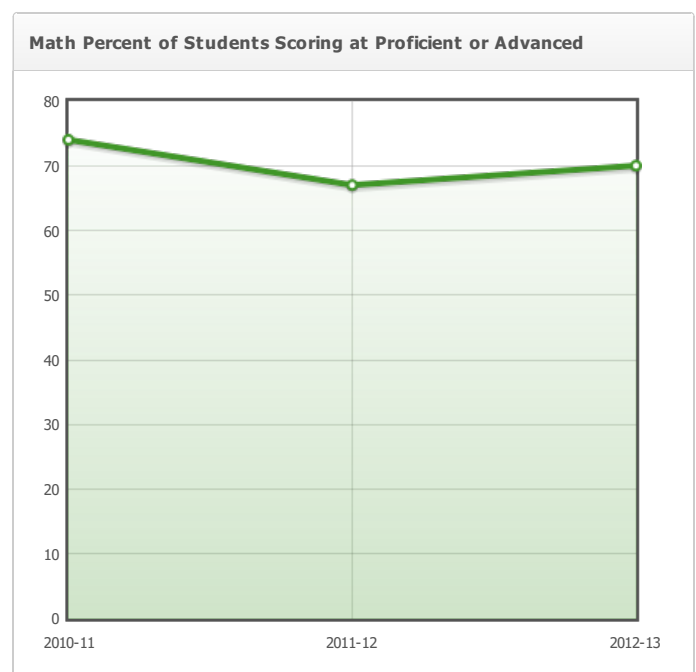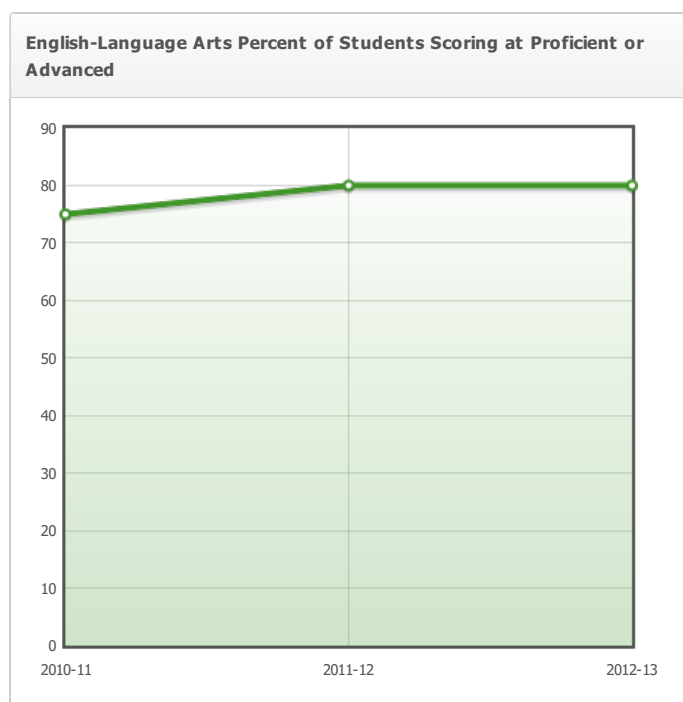
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.
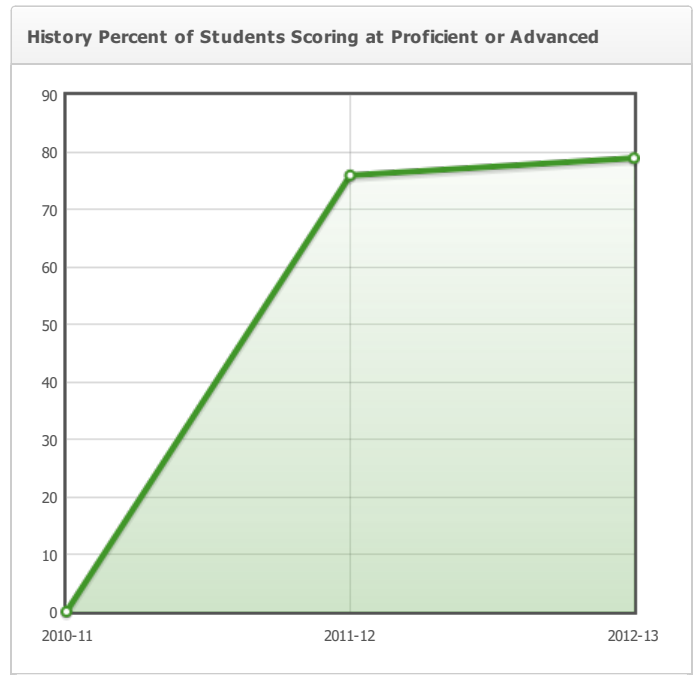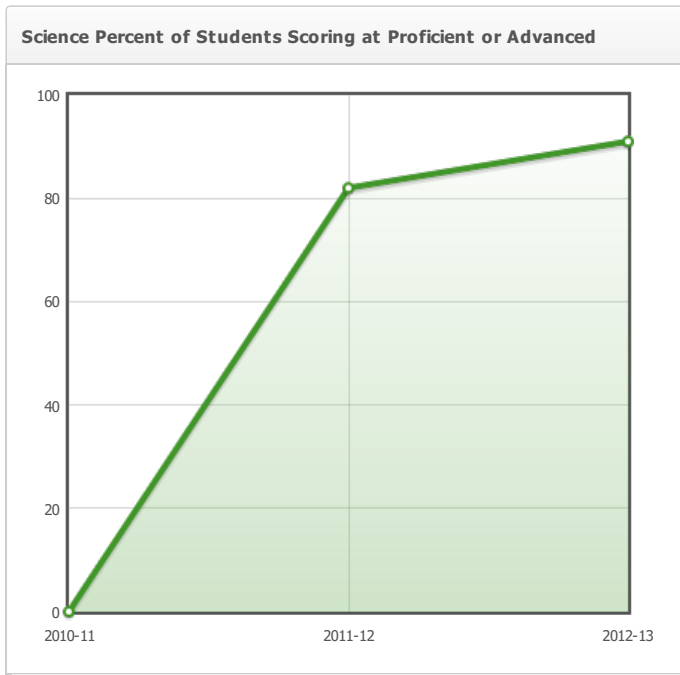
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	75%	80%	80%	55%	58%	57%	54%	56%	55%
Mathematics	74%	67%	70%	55%	57%	58%	49%	50%	50%
Science	N/A	82%	91%	51%	65%	63%	57%	60%	59%
History-Social Science	N/A	76%	79%	30%	46%	44%	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced

History Percent of Students Scoring at Proficient or Advanced

Last updated: 2/6/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57%	58%	61%	44%
All Students at the School	80%	70%	91%	79%
Male	79%	71%	93%	80%
Female	82%	68%	88%	77%
Black or African American	57%	29%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	88%	85%	96%	100%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	52%	31%	N/A	33%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	82%	72%	92%	75%
Two or More Races	100%	77%	N/A	N/A
Socioeconomically Disadvantaged	56%	47%	80%	62%
English Learners	32%	41%	N/A	N/A
Students with Disabilities	54%	33%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.
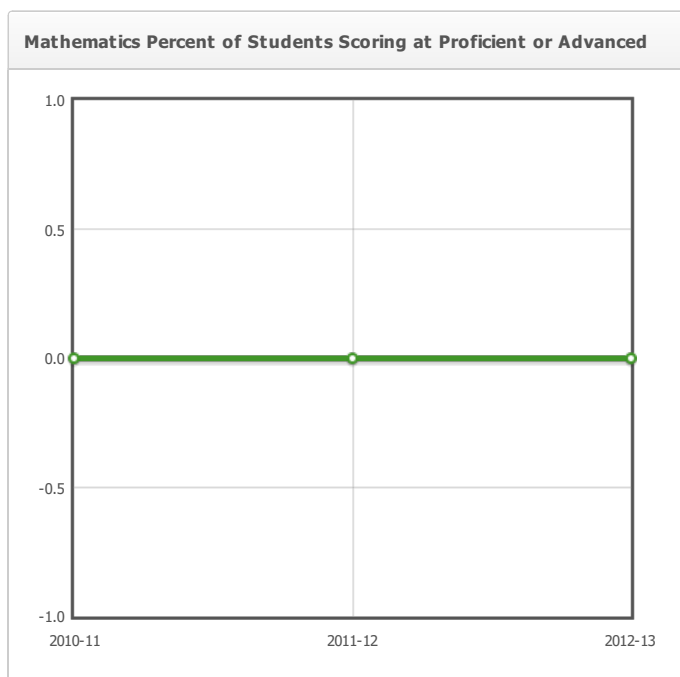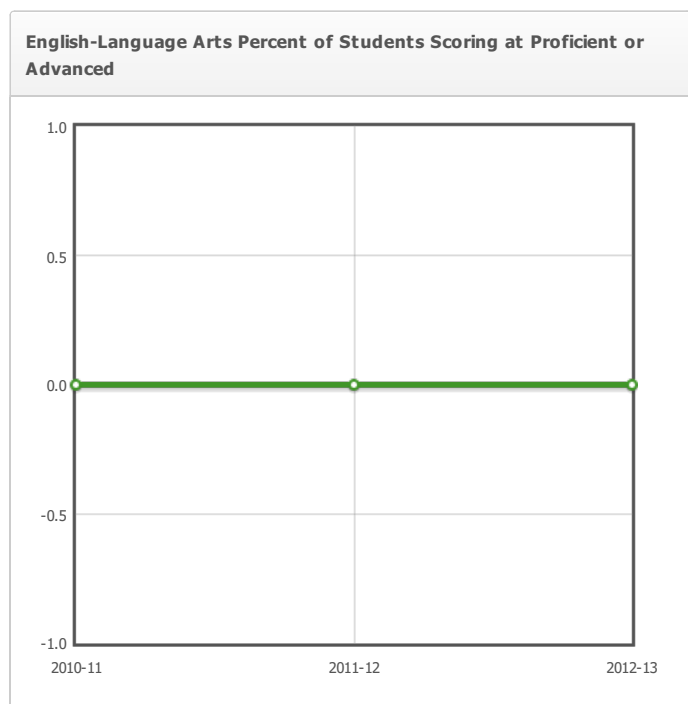
Last updated: 2/6/2014

California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

| | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	37%	39%	45%	59%	56%	57%
Mathematics	N/A	N/A	N/A	32%	40%	47%	56%	58%	60%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Mathematics Percent of Students Scoring at Proficient or Advanced

Last updated: 2/6/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	55%	22%	23%	53%	29%	17%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 2/6/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

	Percent of Students Meeting Fitness Standards		
Grade level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	10.8%	26.6%	50.4%
9	14.3%	29.7%	52.7%

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.

Last updated: 2/6/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

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	2010-11	2011-12	2012-13
Statewide		9	9
Similar Schools			4

Last updated: 2/6/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	B	1	6
Black or African American			
American Indian or Alaska Native			
Asian			8
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			4
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/6/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	479	904			4,655,989	790
Black or African American	35	772			296,463	708
American Indian or Alaska Native	1				30,394	743
Asian	231	962			406,527	906
Filipino	10				121,054	867
Hispanic or Latino	67	734			2,438,951	744
Native Hawaiian or Pacific Islander	0				25,351	774
White	110	907			1,200,127	853
Two or More Races	25	957			125,025	824
Socioeconomically Disadvantaged	103	794			2,774,640	743
English Learners	66	798			1,482,316	721
Students with Disabilities	29	695			527,476	615

Last updated: 2/6/2014

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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

Last updated: 2/6/2014

Federal Intervention Program (School Year 2013-14)

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. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	35.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 2/6/2014

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 6	177
Grade 7	155
Grade 8	87
Grade 9	101
Total Enrollment	525
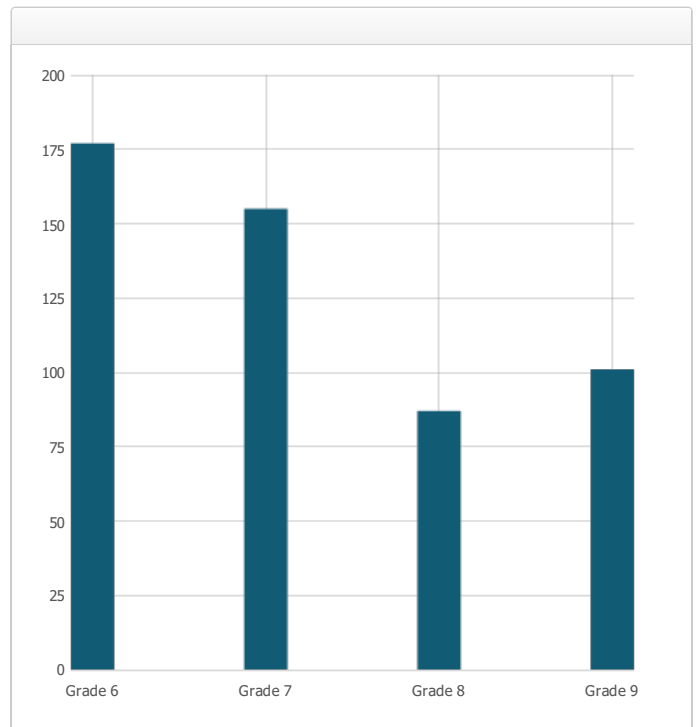
Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.2
Asian	47.0
Filipino	1.9
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.0
White	23.2
Two or More Races	5.5
Socioeconomically Disadvantaged	22.9
English Learners	13.3
Students with Disabilities	4.0
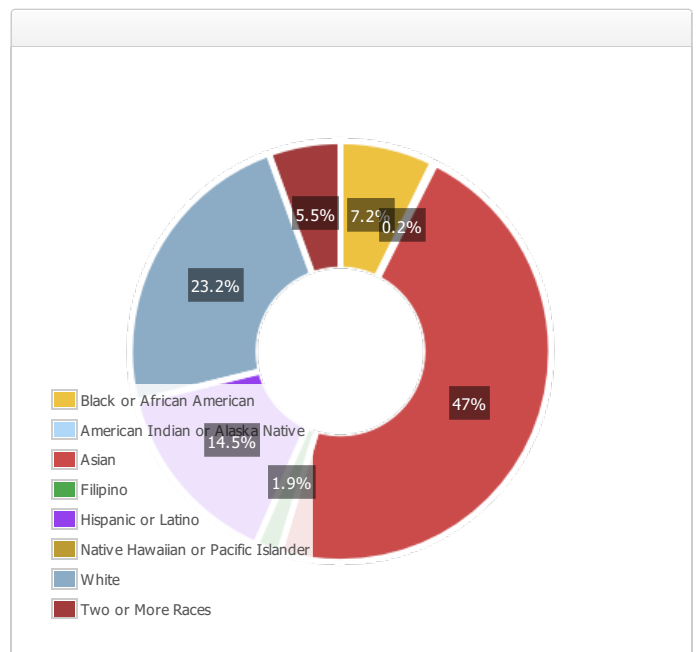
Average Class Size and Class Size Distribution (Secondary)

	2010-11	2011-12	2012-13
	Number of Classes *	Number of Classes *	Number of Classes *

Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	19.3	4	2	0	21.9	6	6	0	23.0	8	12	
Mathematics	20.0	3	1	0	19.1	6	1	0	19.0	14	10	
Science	19.3	2	1	0	21.8	3	3	0	24.0	4	13	
Social Science	19.3	2	1	0	21.8	3	3	0	25.0	2	8	

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

Last updated: 2/6/2014

School Safety Plan (School Year 2012-13)

Each classroom has a binder with the school-wide safety plan and emergency evacuation producers. These binders are reviewed with the staff during in-service before each school semester starts.

The school practices monthly fire drills and annual lock down drills. School safety drills and lock down procedures are discussed in staff meetings and re evaluated every year.

Last updated: 2/6/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions		0.00	0.00			

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
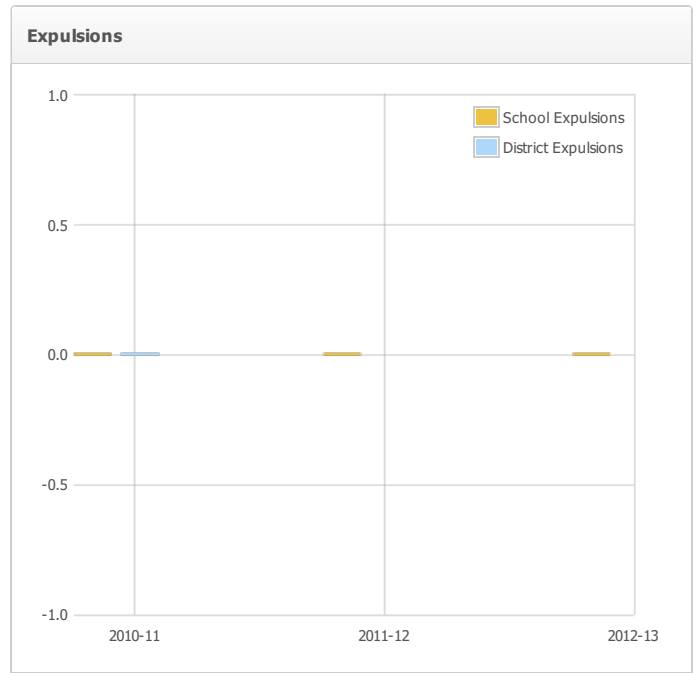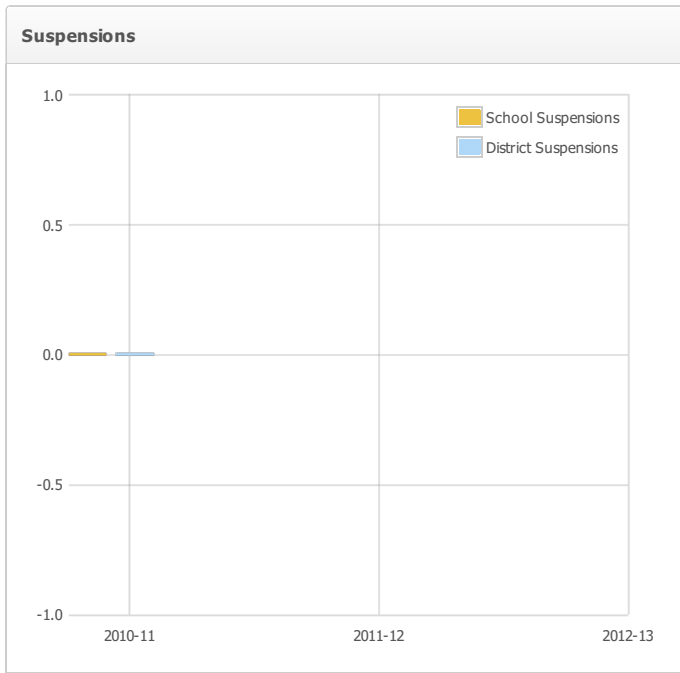
Last updated: 2/6/2014

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

MSASC is located at 2720 Sonoma Place, Santa Clara, what used to be the Milikan Elementary school. The facility is leased through the Santa Clara Unified school district and will expire in the June of 2015.

We are currently looking for a new facility in the Santa Clara County that will allow us to expand in order to accommodate the growth in the high school.

There are security cameras installed and the facility is in a relatively safe neighborhood.

Last updated: 2/6/2014

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Some repairs need in bathroom stalls.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Some minor repairs needed on play structers and exterior walls.

Overall Facility Rate (School Year 2013-14)

Overall Rating	Good

Last updated: 2/6/2014

Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential			20	
Without Full Credential			3	
Teachers Teaching Outside Subject Area of Competence (with full credential)			1	
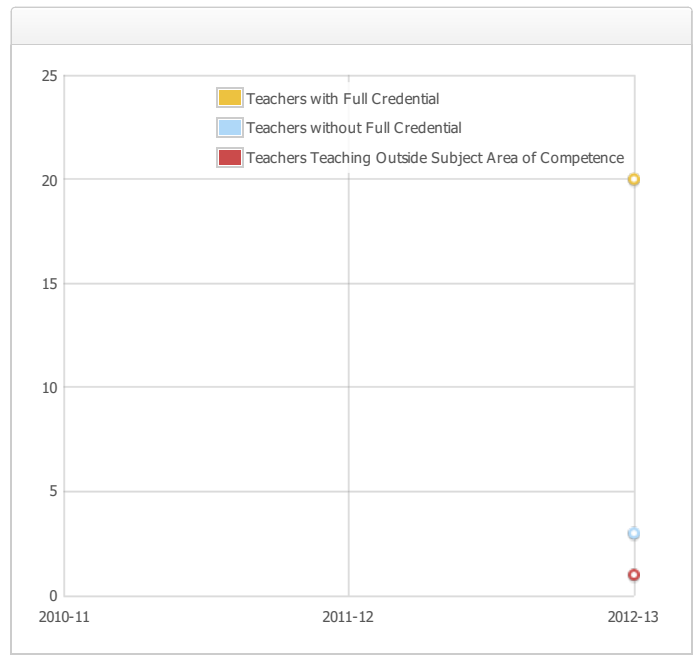
Last updated: 2/6/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	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.

Last updated: 2/6/2014

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
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	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 2/6/2014

Curriculum and Instructional Materials

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,978	$310	$5,668	$47,784
District	N/A	N/A	$4,499	$76,463
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	$5,537	$68,841
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 2/6/2014

Types of Services Funded (Fiscal Year 2012-13)

MSASC has a strong date driven enrichment and intervention program and offers a intervention, enrichment and accelerated programs based on student needs, which are funded through grant writing and parent donations.

The schools uses online intervention programs such as I-Ready Math and I-Ready Reading and also offers after school tutoring.

The enrichment programs include electives such as Computer Programming, Robotics Engineering, Foreign Languages, Visual Arts and after school activities and clubs in areas of sport, science, technology and art.

High school students are offered a College Mentoring and Leadership Program which includes preparation for SAT/ACT as well as Saturday classes, community service, college visits, and camps during holidays.

Last updated: 2/6/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	28.5
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Last updated: 2/6/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	2	N/A
Social Science		N/A
All Courses	2	0.8

Note: Cells shaded in black or with N/A values do not require data.

*Where there are student course enrollments.

Last updated: 2/6/2014

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.

MSASC teachers participate in 6 full days of professional development per year including before school professional development, and 1 day each semester at conferences and at school. The school invites professional trainers on common core, classroom management and other areas and also uses internal resources from the Magnolia Foundation to provide professional development and training to our staff. The major areas of focus have been using data to guide instruction, strategies for English Learners, Classroom management, shift to common Core standards, and interventions for students.

Teachers also are supported through weekly staff meetings, department meetings and grade level meetings.

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