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

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

I. Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)
This section provides the school's contact information.

School		District	
School Name	Mary Ann Sanders Elementary School	**District Name**	Sylvan Union Elementary School District
Street	3101 Fine Ave.	**Phone Number**	(209) 574-5000
City, State, Zip	Modesto, CA 95355	**Web Site**	www.sylvan.k12.ca.us
Phone Number	(209) 552-3200	**Superintendent**	Dr. John A. Halverson
Principal	Laura Granger	**E-mail Address**	nrodrigues@sylvan.k12.ca.us
E-mail Address	lgranger@sylvan.k12.ca.us	**CDS Code**	50-71290-0113803

School Description and Mission Statement (School Year 2009-10)
This section provides information about the school, its programs and its goals.

Welcome to Mary Ann Sanders Elementary School. Our school opened its doors during the 2007-2008 school year. Since the beginning, we have remained focused on student achievement, and we are proud of our accomplishments. Sanders Elementary is named after the 1992 National Elementary School Principal of the Year, Mary Ann Sanders. Our motto, "Sailing on a Tradition of Excellence," is based on her families' love of sailing and her record of promoting student achievement. The school celebrated its very first Academic Performance Index score of 848 and remains proud of its continued success. The Academic Performance Index for the reporting year of 09-10 is a score of 862, matching the excellence of our District and the motto of our school. In addition to our strong core instructional program, Sanders provides its students with an after school program, supplemental reading in the first through five grades, supplemental math in fourth and fifth grades, an English Language Development Teacher for K-5 students, Resource, and Speech. We are also pleased with our Pre-Formal program that supports children in our community. The goals established in Our Single Site Plan focused on English/ Language Arts and Math school-wide and in our major subgroups: English Learners and Students with Disabilities.

Opportunities for Parental Involvement (School Year 2009-10)

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

Creating a strong culture of parent involvement was one of the goals of the first Single Site Plan for the Sanders' Sailors. A committee of parents, teachers, and school administration attended a workshop on parent involvement. This workshop, combined with ideas from both parents and staff, helped to establish a school community made up of active parent participants. Opportunities provided to parents have been classroom tutoring, helping teachers with practical work, assisting with student plays and presentations, playground supervision, participation in our active Parent Teacher Association, membership on the School Site Council, and active participation in the English Learner Advisory Committee. In addition, both our Parent Involvement Committee and the PTA have worked closely together to provide fun family activities for staff, students, and their families. Among the special events were a Jog-a-Thon, a Spring Country Fair, Read in Fridays, Rally Around the Flag, Fridays with the Principal, a Family Reading Night, a Family Safety Night, a Family Bowling Night, a Family Night in the Park, Family Movie Night, a Book Fair, and assemblies honoring student achievement. Since its beginning, one of the primary goals for Sanders was to create a friendly, welcoming, family atmosphere, and this has been a success.

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

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

Grade Level	Number of Students
Kindergarten	100
Grade 1	119
Grade 2	101
Grade 3	105
Grade 4	120
Grade 5	111
Total Enrollment	656

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	4	**White**	41
American Indian or Alaska Native		**Two or More Races**	
Asian	8.54	**Socioeconomically Disadvantaged**	42
Filipino	3	**English Learners**	16
Hispanic or Latino	38	**Students with Disabilities**	12
Native Hawaiian/Pacific Islander	1.68		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	6	0	0	19.8	8	0	0	23.75	0	4	0
1	20.0	5	0	0	20.0	6	0	0	23.2	0	5	0
2	19.2	6	0	0	20.0	6	0	0	25	0	4	0
3	20.0	5	0	0	19.8	5	0	0	20.8	1	4	0
4	31.7	0	3	0	31.3	0	3	0	29.75	0	4	0
5	31.7	0	3	0	31.7	0	3	0	27.75	0	4	0

III. School Climate

School Safety Plan (School Year 2009-10)

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

Sanders Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The last review date was March 17, 2010. The Site Council is comprised of teachers, classified staff, parents, and the principal. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. The last review date was November 9, 2009. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	1.4	1.4	3.4	13.7	11.1	12.3
Expulsions	0.0	0.3	0.0	0.5	0.1	0.3

IV. School Facilities

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

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

Cleaning Process Sanders Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed. Maintenance and Repair The District maintenance staff ensures that repairs necessary to keep each school in good repair and working order are completed in a timely manner. Four full-time maintenance staff ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service; emergency repairs are given the highest priority. At the time of publication, 100% of campus restrooms are in complete working order. The most recent inspection occurred on November 18, 2010 by our Supervisor of Maintenance and Operations.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Replaced ozonator.
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]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Two leaks repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Front door locks replaced. Replaced fall mats. Repaired valves in field.
Overall Rating	[X]	[ ]	[ ]	[ ]	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	32	36	38	430
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	1	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

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

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

Textbooks in the Sylvan Union School District are adopted on a systematic cycle according to the schedule established by the California Department of Education. Committees of teachers, administrators and parents review and evaluate textbook materials. When a selection is made, a recommendation goes to the Board of Trustees for approval.

Textbooks are available for review at the district office prior to adoption. Textbooks currently in use may be viewed at the school site and during Back-to-School Night. All newly adopted materials are carefully chosen and support the California Content Standards.

All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home if needed for homework. All textbooks are of adequate to excellent condition. The most recent textbook adoptions for all elementary schools in the Sylvan Union School District are as follows:

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	K-5 Houghton Mifflin 2004	0	Yes
Mathematics	K-5 Houghton Mifflin 2002	0	Yes
Science	K-2 Macmillan 2007 3-5 Houghton Mifflin 2007	0	Yes
History-Social Science	K-5 Harcourt - Reflections 2006	0	Yes
Foreign Language	Not Applicable	N/A	Yes
Health	Not Applicable	N/A	Yes
Visual and Performing Arts	Not Applicable	N/A	Yes

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	6,999	2,276	4,723	64,727
District	---	---	$5,171	64,327
Percent Difference: School Site and District	---	---	-2.29	-5.20
State	---	---	5,681	68,212
Percent Difference: School Site and State	---	---	NA	NA

Types of Services Funded (Fiscal Year 2009-10)

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

The Sylvan Union School District spent an average of $7,381 to educate each student (based on 2009-10 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.

- NCLB: Title I, Low-Income and Neglected
- NCLB: Title II, Teacher Quality/Principal Training/Technology Grants
- NCLB: Title III, Immigrant Education Program/Limited English Proficiency Program
- NCLB: Title IV, Part A, Drug-Free Schools
- Special Education
- English Language Acquisition Program
- Lottery: Instructional Materials
- School Safety and Violence Prevention
- Tobacco-Use Prevention Education
- Economic Impact Aid: Limited English Proficiency
- Gifted and Talented Education (GATE)
- Instructional Materials
- American Recovery and Reinvestment Act Funds
- Art and Music Block Grant
- Transportation
- California Peer Assistance & Review Program
- Staff Development: Administrator
- Teacher Credentialing Block Grant
- Professional Development Block Grant
- Targeted Instructional Improvement Block Grant
- School and Library Improvement Block Grant
- Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40,976	41,988
Mid-Range Teacher Salary	65,213	68,649
Highest Teacher Salary	86,970	87,156
Average Principal Salary (Elementary)	92,944	109,026
Average Principal Salary (Middle)	100,207	112,489
Average Principal Salary (High)	0	113,872
Superintendent Salary	158,059	181,890
Percent of Budget for Teacher Salaries	45.9	42.5
Percent of Budget for Administrative Salaries	5.4	5.5

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	65	61	61	56	60	60	46	50	52
Mathematics	66	71	71	58	64	64	43	46	48
Science	69	70	70	62	73	73	46	50	54
History-Social Science	0	0	0	45	58	58	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	56	70	69	
Female	66	72	70	
Black or African American	44	48	*	
American Indian or Alaska Native	*	*	*	
Asian	62	72	*	
Filipino	82	76	*	
Hispanic or Latino	53	65	59	
Native Hawaiian/Pacific Islander	*	*	*	
White	70	79	76	
Two or More Races	53	73	*	
Socioeconomically Disadvantaged	50	61	65	
English Learners	33	53	*	
Students with Disabilities	50	60	*	
Students Receiving Migrant Education Services				

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

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.8	29.5	25

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide		8	8
Similar Schools		8	7

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

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

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	B	14	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		25	7
Native Hawaiian/Pacific Islander			
White		13	13
Two or More Races			
Socioeconomically Disadvantaged		8	19
English Learners			24
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	862	824	767
Black or African American		778	686
American Indian or Alaska Native			728
Asian		886	890
Filipino		923	851
Hispanic or Latino	822	783	715
Native Hawaiian/Pacific Islander			753
White	898	849	838
Two or More Races		831	808
Socioeconomically Disadvantaged	818	772	712
English Learners	811	747	692
Students with Disabilities		683	580

Adequate Yearly Progress

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

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

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

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

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

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

Federal Intervention Program (School Year 2010-11)

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

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	7.1

XI. Instructional Planning and Scheduling

Professional Development

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

District wide during the last three years (2007-2008, 2008-2009, 2009-2010) school years over 300 days were dedicated to professional development in the areas of:

- Technology, including - EETT Grant Training, CUE and ETC!, District Sponsored Technology Training
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- Life Skills Training for teachers in grades 3, 5 and 6
- BTSA Grade Alike and Class Size Reduction Training

Teachers who need support can receive help through professional assistance using peer support. Exemplary teachers are sometimes used to assist permanent and beginning teachers in the areas of subject matter knowledge and teaching strategies. Additionally, A BTSA (Beginning Teacher Support and Assessment) facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Staff development opportunities are provided for staff in their curricular areas when new textbooks are adopted. Additional workshops may be provided through the Single School Plan for Student Achievement. Professional development is an important part of the Sanders way of doing things. The Leadership Team and staff have made staff development from within (staff initiated and lead) a priority. Teachers meet in grade level teams monthly to review student achievement data and work samples as a way of reviewing instruction, not just student performance. Teachers meet across grade levels to discuss common curricular standards and how they can support each other in helping students reach rigorous grade level standards. Teachers attend conferences and report back to staff and grade level teams. Teachers and the site administration also use weekly staff meetings to make presentations on teaching strategies in all areas. Among the areas and presentations in 2009-2010 were Active Participation and teaching English Learners. Many times staff meetings start with a reflective question that allows for teachers to discuss in small groups criteria for teaching decisions. Most of the teachers have received training in the core Reading Language Arts, and have begun training for the new Math adoption. For the upcoming school year, implementation of Professional Learning Communities will be a priority.