School Accountability Report Card
Reported Using Data from the 2010-11 School Year
Published During 2011-12

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 webpage 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

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage 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., 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Sherwood Elementary School	**District Name**	Sylvan Union Elementary School District
Street	819 Rumble Road	**Phone Number**	(209) 574-5000
City, State, Zip	Modesto, CA 95350	**Web Site**	www.sylvan.k12.ca.us
Phone Number	(209) 574-5200	**Superintendent**	Dr. John A. Halverson
Principal	Carrie Albert	**E-mail Address**	nrodrigues@sylvan.k12.ca.us
E-mail Address	calbert@sylvan.k12.ca.us	**CDS Code**	50-71290-6053086

School Description and Mission Statement (School Year 2010-11)
This section provides information about the school, its programs and its goals.

Established in 1963, Sherwood Elementary School is one of thirteen schools in the Sylvan Union School District, located in the northeast area of the city of Modesto. The school operates on a traditional trimester schedule. During the 2010-2011 school year, approximately 545 students were enrolled in grades kindergarten through five.

Opportunities for Parental Involvement (School Year 2010-11)
This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Sherwood Elementary School encourages parents to get personally involved with their children's educational experience. Parents can be part of the school's decision-making process by joining the Parent Teacher Club (PTC) and the School Site Council. Sherwood Elementary School also benefits from the support of community organizations including the Gateway Rotary Club, Sunrise Rotary Club, Bel Passi Baseball and the Boy Scouts of America.

Parents who wish to participate in Sherwood Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (209) 574-5200.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	67
Grade 1	94
Grade 2	90
Grade 3	89
Grade 4	98
Grade 5	77
Total Enrollment	515

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3	**White**	53
American Indian or Alaska Native	0	**Two or More Races**	3
Asian	4	**Socioeconomically Disadvantaged**	54
Filipino	1	**English Learners**	13
Hispanic or Latino	35	**Students with Disabilities**	16
Native Hawaiian/Pacific Islander	1		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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					24.5	0	4	0	32	0	1	1
1					24.67	0	3	0	32.3	0	2	1
2					20.5	2	2	0	29.7	0	3	0
3					20.5	3	1	0	29	0	3	0
4					34	0	0	2	26.5	1	3	0
5					27.34	0	3	0	25.7	0	3	0

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

III. School Climate

School Safety Plan (School Year 2010-11)
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Sherwood Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. It was updated and approved by School Site Council on 1/25/2011. 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. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshall 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

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.24	4.89	6.02	11.14	12.3	11.31
Expulsions	0	0.2	0.19	0.13	0.33	0.27

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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Year and month in which data were collected: December 2011

Cleaning ProcessSherwood 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 RepairThe 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 2011-12)
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	Alarm system down, replace condenser on room 20.
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Need to replace office carpets.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Old toilet and sinks.
Safety: Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	Minor fire damage due to vandalism.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Added new bark and USA map. Replaced several door lock set and replaced one window.
Overall Rating	[ ]	[X]	[ ]	[ ]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	28	31	20	318
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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* webpage 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	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.6	---
Psychologist	.30	---
Social Worker		---
Nurse	.25	---
Speech/Language/Hearing Specialist	.50	---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Houghton Mifflin 2004		0%
Mathematics	K-5 Houghton Mifflin 2002		0%
Science	K-2 Macmillan 2007 3-5 Houghton Mifflin 2007		0%
History-Social Science	K-5 Harcourt - Reflections 2006		0%
Foreign Language	Not Applicable		NA
Health	Not Applicable		NA
Visual and Performing Arts	Not Applicable		NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	$7,167	$2,742	$4,425	$70,313
District	---	---	$4,434	$65,580
Percent Difference: School Site and District	---	---	-0.2%	6.8%
State	---	---	$5,455	$69,419
Percent Difference: School Site and State	---	---	-18.9%	3.9%

* **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 webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2010-11)
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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
- Special Education
- Lottery: Instructional Materials
- Tobacco-Use Prevention Education
- Economic Impact Aid: Limited English Proficiency
- Instructional Materials
- American Recovery and Reinvestment Act Funds
- Art and Music Block Grant
- Transportation
- 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,525	$41,692
Mid-Range Teacher Salary	$64,496	$68,251
Highest Teacher Salary	$86,019	$86,582
Average Principal Salary (Elementary)	$90,268	$108,334
Average Principal Salary (Middle)	$97,312	$111,791
Average Principal Salary (High)	$0	$113,648
Superintendent Salary	$178,220	$180,492
Percent of Budget for Teacher Salaries	45%	42%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

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.
- California 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 at http://star.cde.ca.gov.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	66	58	58	60	60	62	49	52	54
Mathematics	70	63	71	62	64	64	46	48	50
Science	58	62	64	66	73	71	50	54	57
History-Social Science	N/A	N/A	N/A	53	58	55	41	44	48

* 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.

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	62	64	71	55
All Student at the School	58	71	64	N/A
Male	53	70	68	N/A
Female	63	73	61	N/A
Black or African American	73	91	0	N/A
American Indian or Alaska Native				N/A
Asian	46	69	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	47	59	44	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	65	77	76	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	47	65	55	N/A
English Learners	36	55	0	N/A
Students with Disabilities	58	63	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

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 webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.9	16.9	15.6

* 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.

X. 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 webpage 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	2008	2009	2010
Statewide	8	8	7
Similar Schools	10	9	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	11	-29	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	-52	4
Native Hawaiian/Pacific Islander			
White	16	-22	2
Two or More Races	N/D		
Socioeconomically Disadvantaged	13	-43	3
English Learners			
Students with Disabilities		8	0

* "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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison
This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	338	830	6,136	826	4,683,676	778
Black or African American	9		272	770	317,856	696
American Indian or Alaska Native	0		29	832	33,774	733
Asian	12	785	319	888	398,869	898
Filipino	4		191	931	123,245	859
Hispanic or Latino	116	795	2,337	789	2,406,749	729
Native Hawaiian/Pacific Islander	4		73	833	26,953	764
White	184	852	2,692	846	1,258,831	845
Two or More Races	9		213	850	76,766	836
Socioeconomically Disadvantaged	188	784	3,046	774	2,731,843	726
English Learners	41	736	1,048	751	1,521,844	707
Students with Disabilities	66	794	1,071	670	521,815	595

Adequate Yearly Progress
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)

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

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)
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 webpage: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	14.3

XI. Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determined the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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, an Instructional 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. During the 2010-11 school year staff development activities offered to staff included: Engagement Strategies, Third Grade Life Skills, Data Analysis, Essential Skills, and Technology.

District wide during the last three years (2008-2009, 2009-2010, 2010-2011) school years over 300 days were dedicated to professional development in the areas of:

- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - EETT Grant Training, District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction
- AT&G/Gifted Student Instruction
- Academic Vocabulary
- Math and English Language Arts Curriculum Training, SB472
- LifeSkills Training for teachers in grades 3, 5 and 6

All teachers, as well as the Principals have received training on SBE adopted instructional materials.