

# Redding Collegiate Academy

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Charles Seligman, Principal

Principal, Redding Collegiate Academy

#### About Our School

At Redding Collegiate Academy (RCA), we challenge students to become the innovators and explorers of tomorrow. We customize the learning experience by providing a personalized educational plan in an environment where children thrive. RCA's commitment to building a strong partnership with families is bound to our core belief that, "when we work as a team, we can focus on the most important elements of each child's success."

RCA is a high-performing preparatory school that blends best practices of traditional instruction with e-learning, and real world experiences to equip K-12 students for life.

RCA believes that by working together, we can cultivate students' knowledge through many rigorous, interest-based, relevant, and high-quality learning experiences.

RCA helps students to identify their character strengths and continue to build them each year. When students become aware of their strengths and then infuse them into educational experiences, the benefits will continue through college and into adulthood.

Call the Redding Collegiate Academy office at (530) 224-4240 to find out about the customized learning options for your child.

#### Contact

Redding Collegiate Academy  
3200 Adams Ln.  
Redding, CA 96002-2523

Phone: 530-224-4240  
E-mail: [cseligman@eesd.net](mailto:cseligman@eesd.net)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Enterprise Elementary
<b>Phone Number</b>	(530) 224-4100
<b>Superintendent</b>	Brian Winstead
<b>E-mail Address</b>	<a href="mailto:bwinstead@eesd.net">bwinstead@eesd.net</a>
<b>Web Site</b>	<a href="http://www.eesd.net">www.eesd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Redding Collegiate Academy
<b>Street</b>	3200 Adams Ln.
<b>City, State, Zip</b>	Redding, Ca, 96002-2523
<b>Phone Number</b>	530-224-4240
<b>Principal</b>	Charles Seligman, Principal
<b>E-mail Address</b>	<a href="mailto:cseligman@eesd.net">cseligman@eesd.net</a>
<b>Web Site</b>	<a href="http://rca.eesd.net">rca.eesd.net</a>
<b>County-District-School (CDS) Code</b>	45699710135848

Last updated: 1/3/2019

### School Description and Mission Statement (School Year 2018—19)

Redding Collegiate Academy provides a great way for families to experience a flexible academic program with high standards. Redding Collegiate Academy is accredited by the Western Association of Schools and Colleges in all grade levels served.

Parents join our school for a variety of reasons:

- The opportunity to move through the curriculum at a personalized pace
- The freedom to customize their learning experience
- The opportunity to work with a knowledgeable staff who have a great track record of building positive relationships with families and their children
- To accommodate frequent travel or residing far from a public school
- If a child is managing an illness and cannot attend a public school on a regular basis
- To accommodate a preference for a smaller school environment or desire to have a break from the social challenges of a regular public school environment
- To provide additional educational experiences not offered in public schools
- To build relationships with other home school families and experience the opportunity to collaborate and support each other.

**RCA: Challenging students to become the innovators and explorers of tomorrow!**

Last updated: 1/14/2019

### Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	3.9 %
American Indian or Alaska Native	2.0 %
Asian	2.0 %
Filipino	%
Hispanic or Latino	22.5 %
Native Hawaiian or Pacific Islander	%
White	62.7 %
Two or More Races	5.9 %
Other	1.0 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>

Socioeconomically Disadvantaged	67.6 %
English Learners	2.9 %
Students with Disabilities	4.9 %
Foster Youth	%

## A. Conditions of Learning

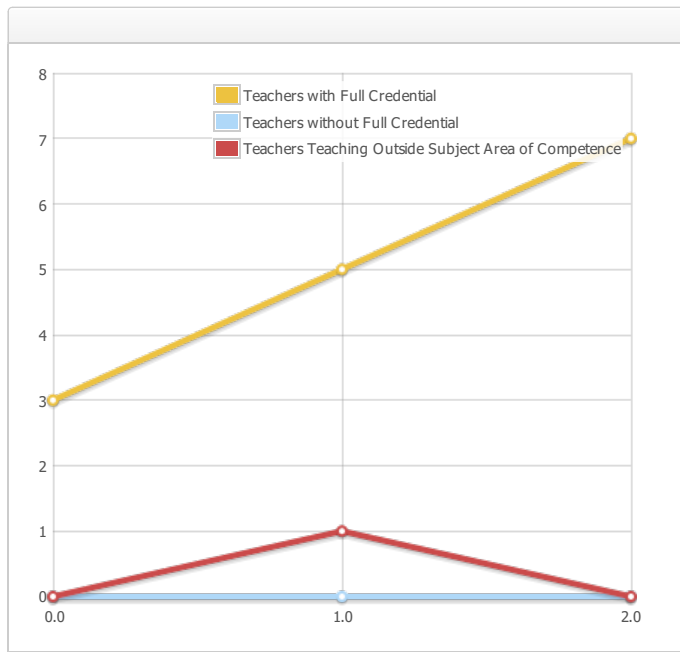
### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

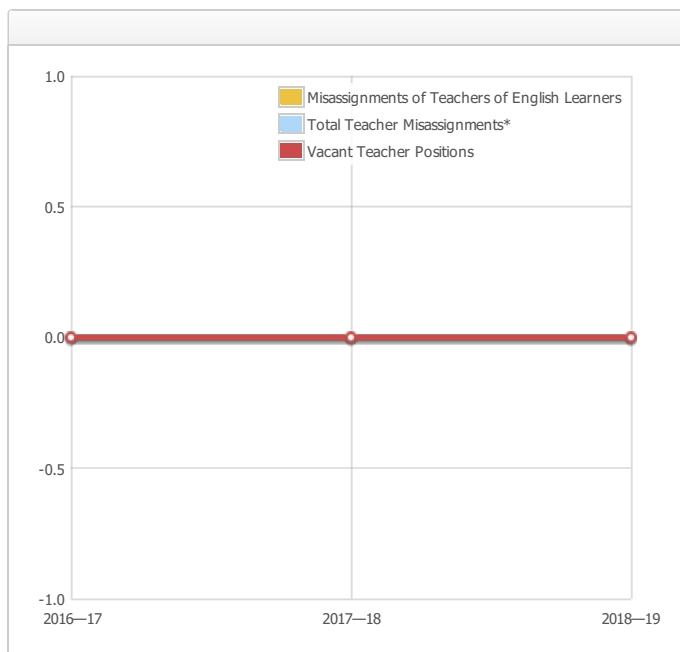
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	3	5	7	160
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	3



Last updated: 1/3/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/3/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: December 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Students in grades K-5 use Treasures, published by McGraw-Hill and adopted for first use in the 2010/2011 school year. Students in grades 2-5 use Ready Writing, published by Curriculum Associates and adopted for use during the 2015/2016 school year. Students in grades K-8 use Ready Reading, published by Curriculum Associates and adopted for use during the 2015/2016 school year. Students in grades 9-11 use Edgenuity, adopted for first use during the 2017/2018 school year.	Yes	0.0 %
Mathematics	Students in grades K-8 use Math in Focus, published by Houghton-Mifflin and adopted for use during the 2016/2017 school year. Students in grades 9-11 use Integrated Math 1, 2 & 3, published by Houghton-Mifflin and adopted for use in the 2018/2019 school year.	Yes	0.0 %
Science	Students in grades K-5 use California Science, published by McGraw-Hill and adopted for first use in 2007/2008. Students in grades 6-8 use California Focus On Science, published by Glencoe and adopted for first use in 2007/2008. Students in grades 9-11 use Edgenuity, adopted for first use during the 2017/2018 school year.	Yes	0.0 %
History-Social Science	Students in grades K, 4, and 5 use History-Social Studies, published by Houghton Mifflin and adopted for first use in 2006/2007. Students in grades 1-3 use California Vistas, published by McGraw-Hill and adopted for first use in 2006/2007. Students in grades 6-8 use California Social Studies, published by Holt and adopted for first use in 2006/2007. Students in grades 9-11 use Edgenuity, adopted for first use during the 2017/2018 school year.	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2019

## School Facility Conditions and Planned Improvements

This school was opened in 2015. The facility is in excellent condition.

*Last updated: 1/3/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Repairs performed as needed. Preventative maintenance program implemented. This will keep HVAC systems running efficiently.
<b>Interior:</b> Interior Surfaces	Good	Daily cleaning and inspections. Updated cleaning techniques initiated. Repairs performed as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Daily cleaning and inspections. Updated cleaning methods initiated. New cleaning technology being tested.
<b>Electrical:</b> Electrical	Good	Monthly inspections performed. Repairs performed as needed. Exterior, classroom and gym lights were replaced with LED to increase efficiency and reduce utility cost.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Monthly inspections performed. Repairs performed as needed. Updated cleaning techniques initiated.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Monthly inspections performed. Repairs performed when needed. Fire extinguishers serviced regularly.
<b>Structural:</b> Structural Damage, Roofs	Good	Routine roof inspections performed. Repairs performed as needed.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Monthly inspections performed. Repairs performed as needed. Routine safety inspections. Safety fencing complete. New entry key system is being initiated for better tracking of campus keys.

## Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good
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*Last updated: 1/3/2019*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)		42.0%		47.0%		50.0%
Mathematics (grades 3-8 and 11)		16.0%		34.0%		38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/3/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	79	74	93.67%	41.89%
Male	47	43	91.49%	39.53%
Female	32	31	96.88%	45.16%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	18	17	94.44%	52.94%
Native Hawaiian or Pacific Islander				
White	50	47	94.00%	36.17%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	53	94.64%	37.74%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	79	74	93.67%	16.22%
Male	47	43	91.49%	18.60%
Female	32	31	96.88%	12.90%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	18	17	94.44%	23.53%
Native Hawaiian or Pacific Islander				
White	50	47	94.00%	14.89%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	56	53	94.64%	13.21%
English Learners	--	--	--	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/3/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/3/2019*

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	9.7%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.3%	20.0%	6.7%
7	7.1%	21.4%	--
9	25.0%	5.0%	--

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/3/2019

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Redding Collegiate Academy provides a great way for families to experience a flexible academic program with high standards.

Parents join our school and participate in our school for a variety of reasons:

- The opportunity to move through the curriculum at a personalized pace
- The freedom to customize their learning experience
- The opportunity to work with a knowledgeable staff who have a great track record of building positive relationships with families and their children
- To accommodate frequent travel or residing far from a public school
- If a child is managing an illness and cannot attend a public school on a regular basis
- To accommodate a preference for a smaller school environment or desire to have a break from the social challenges of a regular public school environment
- To provide additional educational experiences not offered in public schools
- To build relationships with other home school families and experience the opportunity to collaborate and support each other.

Parents are always welcome to attend field trips with their children, join in activity days, and participate in meetings to learn instructional strategies to work with their students and collaborative learning activities with other families.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## School Safety Plan (School Year 2018—19)

Safety of our students and staff is a primary concern. Our Comprehensive School Safety Plan is updated on an annual basis. The plan includes all specific Education Codes and Board Policies as they relate to campus and student safety. All emergency and disaster procedures, campus maps, and site information have been updated. The emergency kit list is reviewed and revised annually through our district Safety Committee. The Incident Command System (ICS) ensures an accurate and timely flow of information and communication. It outlines a systematic chain of command and gives a detailed description of specific duties for each position within the ICS. Administration use the Safe and Orderly goals, as well as various student discipline data, to analyze and make adjustments to any site based protocols or procedures. There is an annual drill log, plan review, and section for School Site Council approval. The emergency flip charts are updated and posted throughout each campus.

Procedures were reviewed with all staff and students. These protocols are used throughout the year so that students have the procedures firmly in mind.

Fire, disaster, and lock-down/active shooter drills are conducted on a regular basis throughout the school year to ensure that students, teachers, and staff know what to do in case of an emergency.

All visitors must sign in at the front office, wear identification tags while on school grounds, and sign out upon departure.

Fencing and gates continue to be constructed and updated to funnel all visitors to the front office during the school day, as well as to help deter trespassing and loitering during non-school hours.

Policies, including sexual harassment, suspension and expulsion, dress code, and discipline, are reviewed each year with staff and students.

*Last updated: 1/3/2019*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/3/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	5.0	4		
Mathematics	4.0	5		
Science	6.0	3		
Social Science	2.0	2		

\* 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: 1/3/2019*



**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

*Last updated: 1/3/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5439.0	\$0.0	\$5439.0	\$70519.0
District	N/A	N/A	\$5646.0	\$68748.0
Percent Difference – School Site and District	N/A	N/A	-3.8%	2.5%
State	N/A	N/A	\$6574.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	-31.0%	-7.8%

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

*Last updated: 1/3/2019*

## Types of Services Funded (Fiscal Year 2017–18)

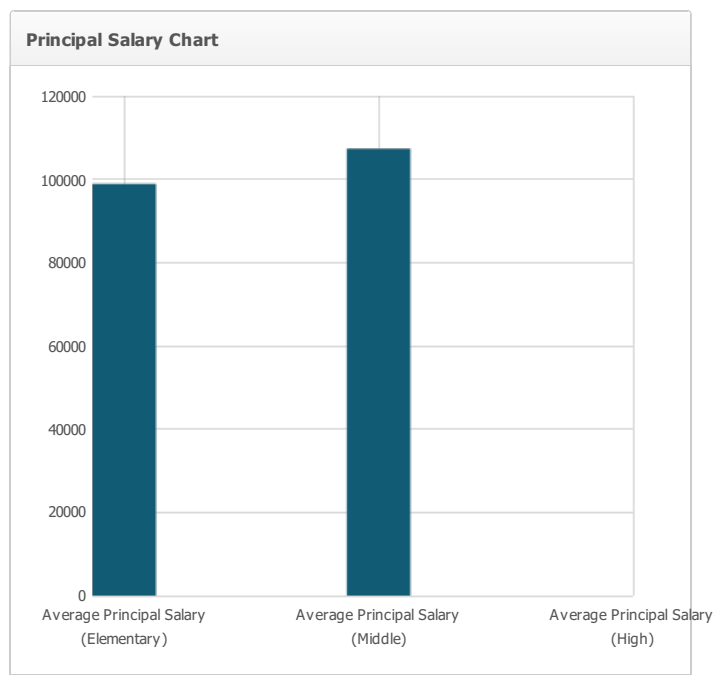
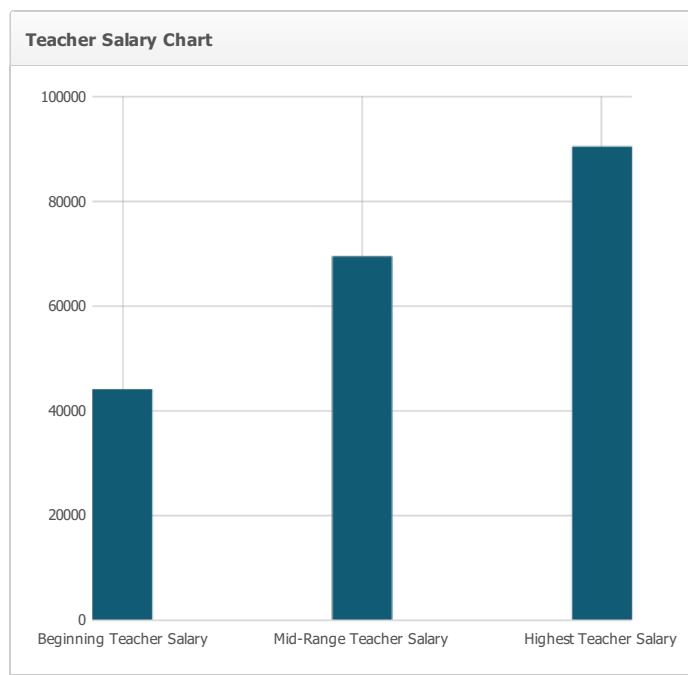
This school was opened in 2015. No information is available for the fiscal year listed above.

Last updated: 1/3/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,999	\$48,064
Mid-Range Teacher Salary	\$69,379	\$75,417
Highest Teacher Salary	\$90,341	\$94,006
Average Principal Salary (Elementary)	\$98,903	\$119,037
Average Principal Salary (Middle)	\$107,345	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$167,065	\$183,692
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 1/3/2019

## Professional Development

Enterprise Elementary School District’s professional development falls into four main categories geared toward increased achievement and learning for every child. They include Conditions of Learning, Pupil Outcomes, Engagement, and Safety.

We continue to embrace the valuable practice of Lesson Study, which we have linked directly to the transition to Common Core with a specific focus on student writing. Each site has been allocated funds with which to divide into lesson study groups focused on instruction in writing. Lesson study teams work together, creating writing lessons. The process includes time to plan, teaching the lesson, and time for reflection. Teams then score student writing each trimester.

Regularly scheduled collaboration is another powerful form of professional development in the district. Teachers meet in grade level groups, along with the site literacy coach and principal, to improve student learning by tracking student assessment data and develop goals and objectives that meet specific classroom, grade level, and individual student needs. Teachers also have opportunities to share best practices and discuss issues regarding curriculum, grade level standards, and instructional strategies.

We focus professional development on resilience and trauma-informed instructional strategies. Every teacher receives professional development in the field of Emotional Intelligence. The staff is provided strategies for creating a trauma-sensitive classroom. Throughout the year we provide professional development and

opportunities for teachers to collaborate on instructional strategies to help students monitor behavior and self-regulate their emotions. We have implemented Second Step curriculum in Kindergarten through eighth grade.

We have increased the amount of technology available in every classroom. In order to best support the implementation of technology, we have four Educational Technology Coaches who provide professional development to teachers in classrooms, in small groups, and in large group training formats throughout the year. Their support includes training on effectively utilizing Chromebooks, Interwrite Boards, use of technology to enhance active engagement, Google Docs, Treasures, Everyday Math, and many other tools and strategies to enhance student learning. Through our coaches, we teach teachers to help students delve deeper into content.

We provide ongoing opportunities for teachers to improve their teaching. We offer a variety of after-school professional development that teachers can choose from in order to grow professionally. To encourage and support new teachers, we provide intensive professional development called Research To Action (RTA). We teach those new to our district to utilize a variety of instructional strategies, student engagement strategies, focus on home/school relations, class management techniques, technology, communication, data analysis, content rigor, effective first teaching strategies, and other important components relating to the needs of their students.

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