

New Spirit Charter Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Ms. Kathleen LoRee Brown, Director

Principal, New Spirit Charter Academy

About Our School

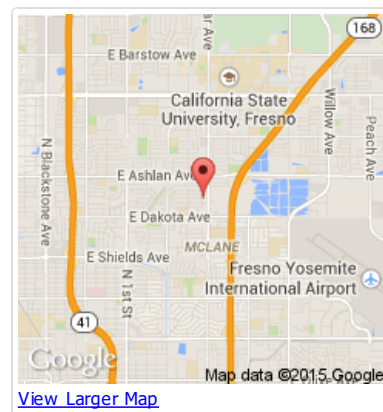
New Spirit Charter Academy is a free public charter school that opened in 2012-13 serving grades K through 4th. In 2014-2015 we are serving grades TK – 6th and will add 7th grade next year. Authorized by Fresno County Office of Education New Spirit serves students within Fresno County. As a small school New Spirit provides a family supportive environment that expects strong academic growth for our students as well as promoting the importance of good character and citizenship. New Spirit is located on the north side campus of Trinity Lutheran Church located in central Fresno close to Freeways 41 and 168. Our class size average is one teacher to 22 students in Kindergarten through third. Grades four through seventh will be one teacher to 24 students. Children will experience project-based learning in math, reading, social studies and science; and a physical education and wellness program, all enhanced with character education and sound social development activities. All classes sponsor a community project.

Contact

3973 North Cedar Ave.
Fresno, CA 93726-5208

Phone: 559-221-6300

E-mail: kathy.brown@newsprintfresno.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	New Spirit Charter Academy
Street	3973 North Cedar Ave.
City, State, Zip	Fresno, Ca, 93726-5208
Phone Number	559-221-6300
Principal	Ms. Kathleen LoRee Brown, Director
E-mail Address	kathy.brown@newspiritfresno.org
Web Site	www.newspiritfresno.org
County-District - School (CDS) Code	10101080125260

District	
District Name	Fresno County Office of Education
Phone Number	(559) 265-3000
Web Site	http://www.fcoe.org
Superintendent First Name	Jim
Superintendent Last Name	Yovino
E-mail Address	jyovino@fcoe.org

Last updated: 1/31/2015

School Description and Mission Statement (Most Recent Year)

New Spirit Charter Academy, in its third year of operation, is currently a TK- 6th grade free public charter school. We have plans to expand to 8th grade by adding a grade level every year until reaching 8th grade. We serve a diverse ethnic and socio-economic population in the eastern part of the city of Fresno. Along with a strong academic focus we emphasize character education through classroom instruction and service projects designed to help students look beyond their own world and see the needs of others. Extracurricular activities have included a three-school competition modeled after "The Amazing Race", called "The Amazing Charter School Race" as part of our National Schools Choice Week Celebrations, visiting the Valley Animal Shelter, Earth Day Festivities and a service project helping a family clean up after their yard and house had been vandalized.

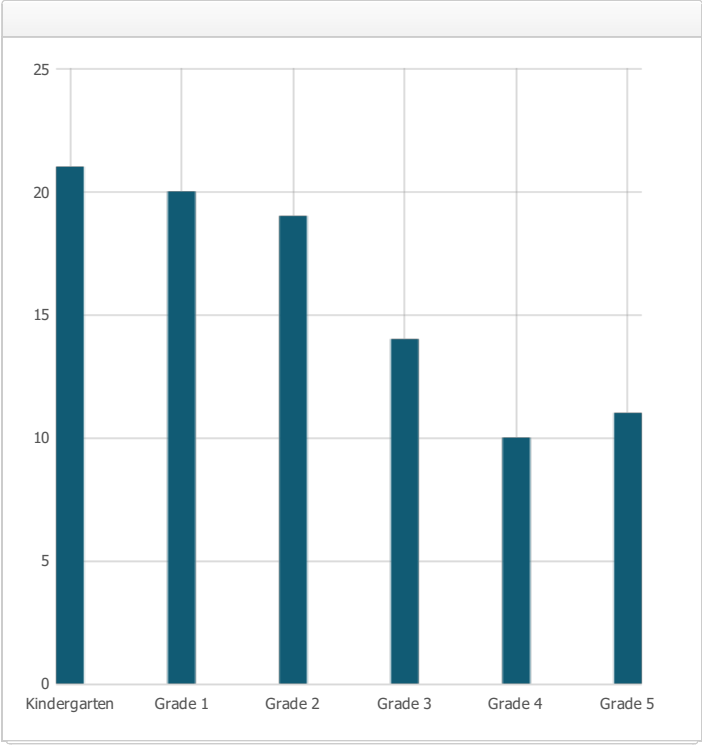
MISSION STATEMENT:

New Spirit Charter Academy is an open enrollment, safe public school which meets the needs of diverse elementary and middle school youth by teaching students to believe in themselves, develop strong academic achievement and character excellence while capturing the SPIRIT of excellence for their own continual personal growth. NSCA, with a strong emphasis on critical reading, writing and language skills, will develop emotionally and academically well-rounded students ready to serve the community in a leadership capacity.

Last updated: 1/31/2015

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	21
Grade 1	20
Grade 2	19
Grade 3	14
Grade 4	10
Grade 5	11
Total Enrollment	95



Last updated: 1/31/2015

A. Conditions of Learning

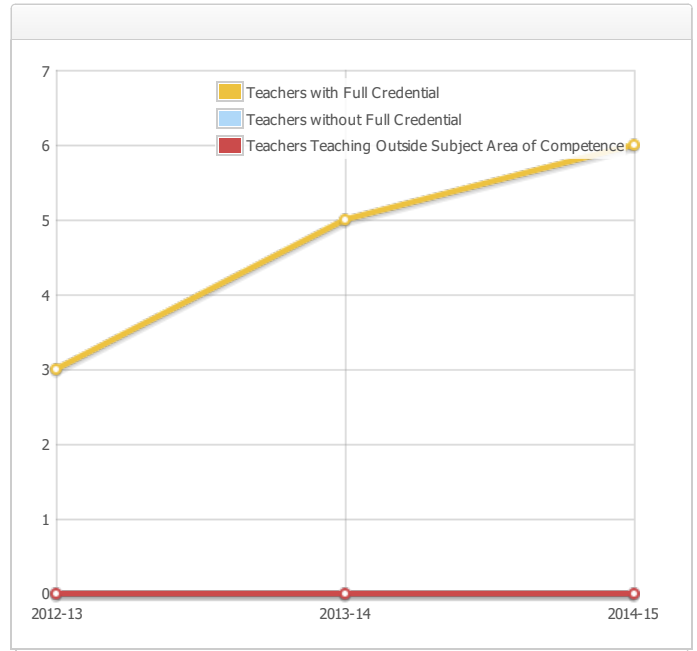
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

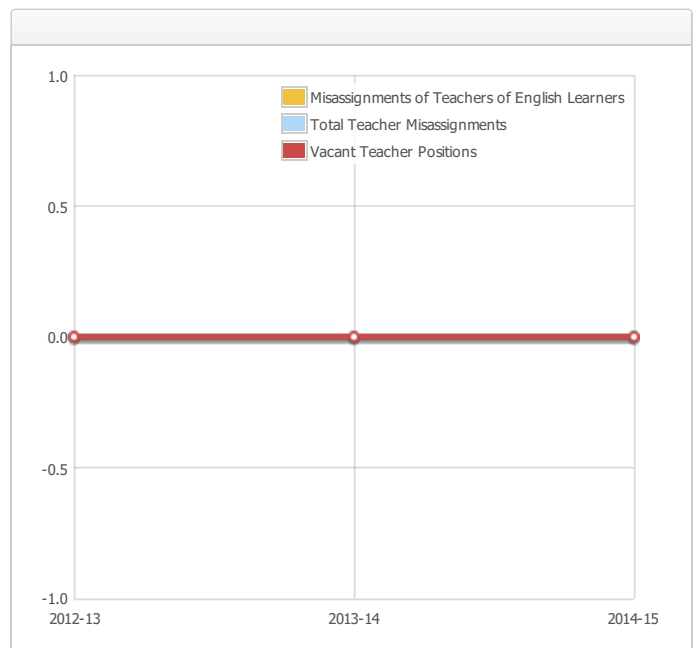
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	5	6	6
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 1/31/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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	100	0
Low-Poverty Schools in District	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2012

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures/MacGraw Hill Reading Series.	Yes	0.0
Mathematics	MacGraw Hill/My Math	Yes	0.0
Science	No science textbooks available to students.		100.0
History-Social Science	No science textbooks available to students.		100.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 1/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year***General**

Our school take all efforts to ensure that our school facilities are clean, sae and functional. To be sure we comply with current regulations our school uses a facility survey developed by the State of California OPSC and we work in conjunction with the Fresno Fire Department and the Fresno COunty Office of Education.

***Age of School Buildings**

Our school has five (5) classrooms, a multi-purpose room two administrative offices, and a library. We lease facilities from Trinty Lutheran Church which had these rooms originally built in the 1950's. The bathroom facilites were upgraded as recently as 2012 to make them ADA compliant.

***Maintenance and Repair**

Our school maintenance staff works in conjunction with church staff to ensure repairs needed to keep the facilities in repair for joint use. Maintenance requests are coordinated by school admin team with the church Business Administrator to ensure repairs are completed quickly if needed.

***New School Construction Project**

Our Governing School Board is working in conjunction with an architect and the owners of our new property to expand our school. Our current plan will be to have two campuses for the 2015-2016 school year. The new site is expected to be occupied by students in August 2015.

Last updated: 1/31/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpets in rooms 16, 17 and 19 need to be replaced. The carpet in the main entrance has been pulled up but no date for replacement by the church has been set as of yet.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No signs of pest or vermin infestation. School and church grounds sprayed on a regular basis. School notified when spraying occur for student safety.
Electrical: Electrical	Good	Fresno Fire Department inspection revealed extension cords hooked to power strips. These were replaced with correct length power strips.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	ADA compliant. Outside fountain replaced over the summer of 2013.
Safety: Fire Safety, Hazardous Materials	Good	Fire Extinguishers checked in Nov. 2013. Pressure levels checked monthly.
Structural: Structural Damage, Roofs	Good	Roof in good repair. No leaks.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The ground cover surrounding the play structure is not adequate and has been in need of correction for some time. Was of concern with Fresno County Office of Education inspection. Church and school offices notified of deficiency. No estimated date of correction as of yet.

Overall Facility Rate - Most Recent Year

Overall Rating	Fair
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Last updated: 1/31/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)			27			27	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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: 1/31/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	27
All Students at the School	27
Male	18
Female	9
Black or African American	0
American Indian or Alaska Native	0
Asian	9
Filipino	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	18
Two or More Races	0
Socioeconomically Disadvantaged	100
English Learners	0
Students with Disabilities	0
Students Receiving Migrant Education Services	0

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	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	23%	N/A	N/A	23%	54%	56%	55%
Mathematics	N/A	N/A	29%	N/A	N/A	29%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	6%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 1/31/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/31/2015

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

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
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: 1/31/2015

Career Technical Education Programs (School Year 2013-14)

N/A

Last updated: 1/31/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/31/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

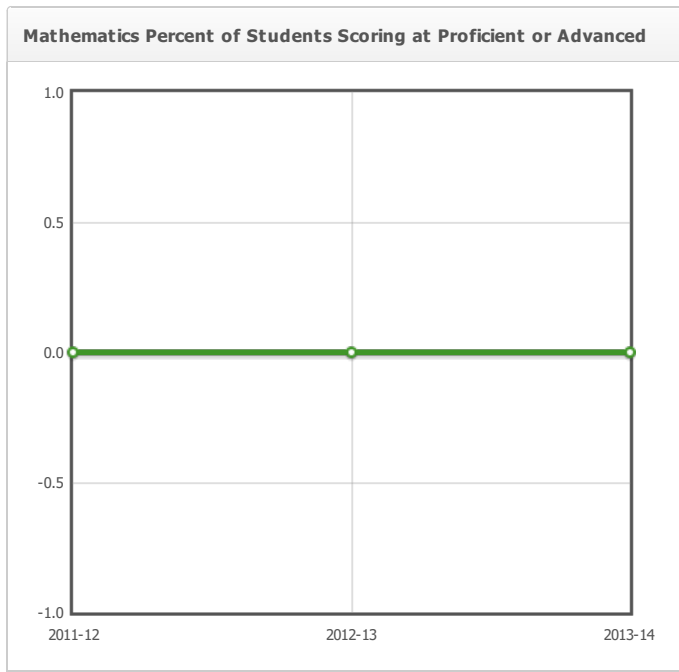
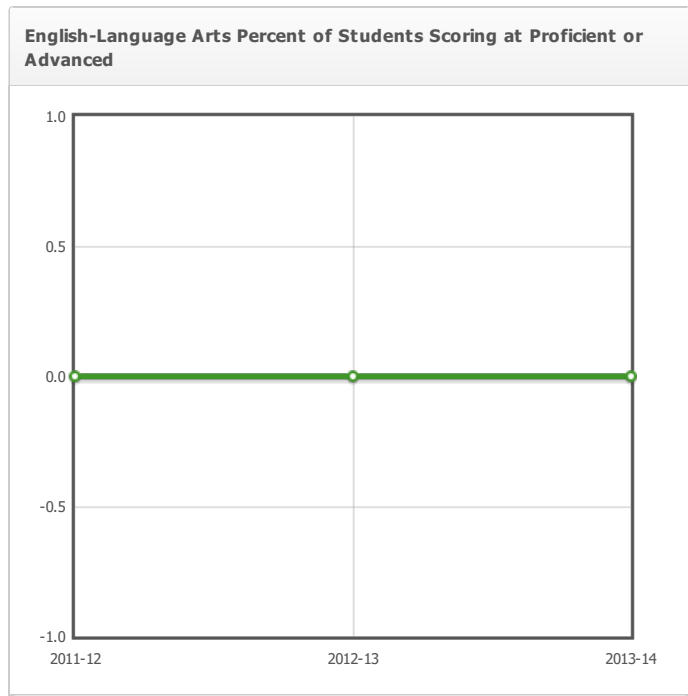
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	56%	57%	56%
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	58%	60%	62%

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: 1/31/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
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: 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: 1/31/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2%	18.2%	N/A

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: 1/31/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parents have many opportunities to become involved with school activities. Monthly newsletters explain upcoming events and where parent help is needed. Our Activities Director and teachers make direct contact to have parents help in the classroom or big events like our Amazing Charter School Race. Monthly Coffee with Kathy sessions explain upcoming events and allow parents to ask questions if necessary. Donuts with Dads, Muffins with Moms, Grandparent Days and Open House are all times to gather together as family to celebrate events. Our Facebook page and website have email and phone contact information should any parent or newcomer to the area wish to hear about our school and how they might be able to help. Any interested parties may contact Kathleen Brown our Executive Director at our school phone number is 559-221-6300. Our Facebook page is New Spirit Fresno and our website is newsprintfresno.org for more information.

State Priority: Pupil Engagement

Last updated: 1/31/2015

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

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

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

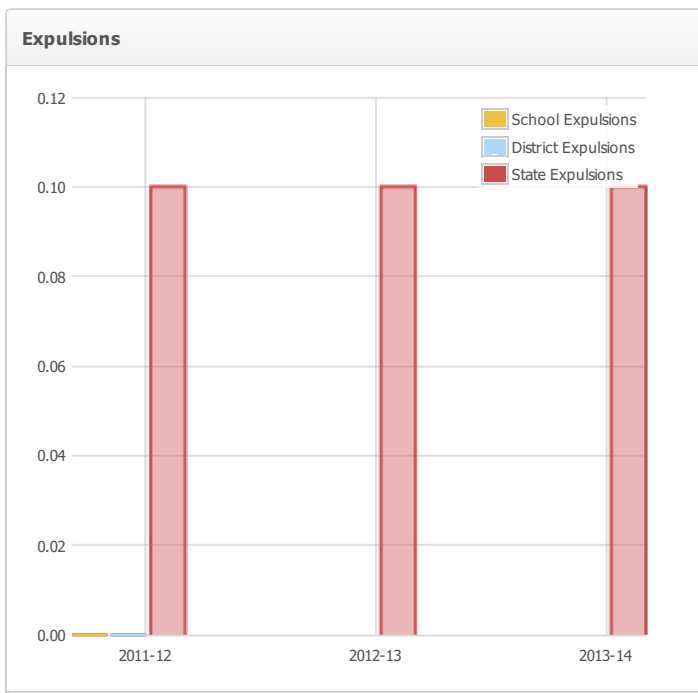
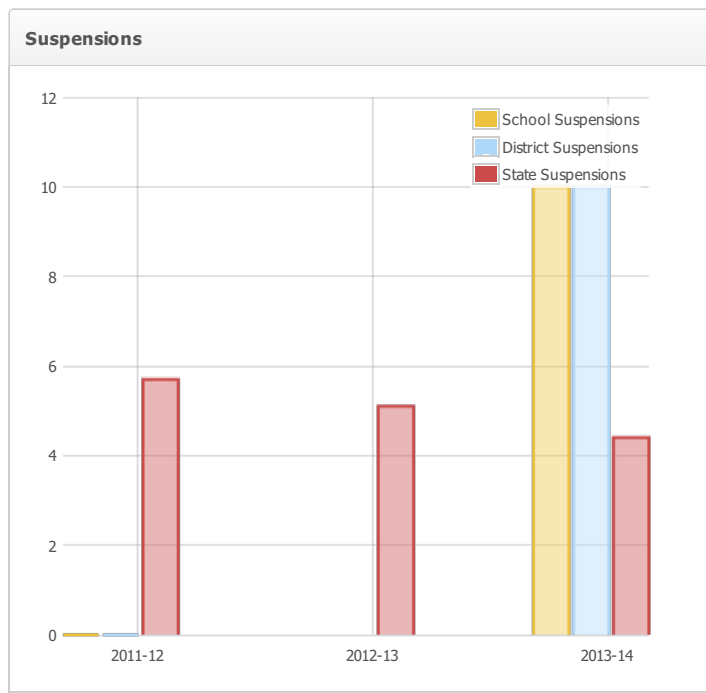
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions			10.00			10.00	5.70	5.10	4.40
Expulsions							0.10	0.10	0.10



Last updated: 1/31/2015

School Safety Plan - Most Recent Year

Our school safety plan was written after staff attended Safe Schools training through the Fresno County Office of Education. In brief, the plan explains our Lockdown, Shelter in Place and Earthquake drills, and how staff is to respond to a shooter on campus incident. Teachers and staff have received basic training on the Incident Command System through FEMA online course and the Assistant Director who was a federal firefighter for ten years. All teachers are first aid and CPR certified.

The plan explains how we would evacuate the school and which jobs staff would do in a major emergency. A buddy system for teachers has been planned and discussed and a system is in place to identify and locate students who may not have been with their class when the building is evacuated.

Our plan was reviewed with staff in August 2013 and was updated in January to show addition of a new classroom, new room changes and escape routes correlating to those changes. The changes and basic plans of escape have been shared and reviewed with the after school staff of Trinity Lutheran Church who run the program. Those changes were discussed with students after meetings with staff in early 2014.

Last updated: 1/31/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/31/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement *		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0			1			16.0			1		
1	16.0			1			11.0			1		
2	5.0			1			17.0			1		
3	8.0			1			10.0			1		
4	5.0			1			9.0			1		
5							15.0			1		
6												
Other												

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

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	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.

Last updated: 1/31/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.3	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: 1/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 1/31/2015

Types of Services Funded (Fiscal Year 2013-14)

Our school provided Resource, Speech, and Psychological services as needed for our students. The psychological service supported testing for students who were considered for Special Education. Resource and Speech services were provided for students with active IEP's listing Specific Learning Disability or Other Health Impairments.

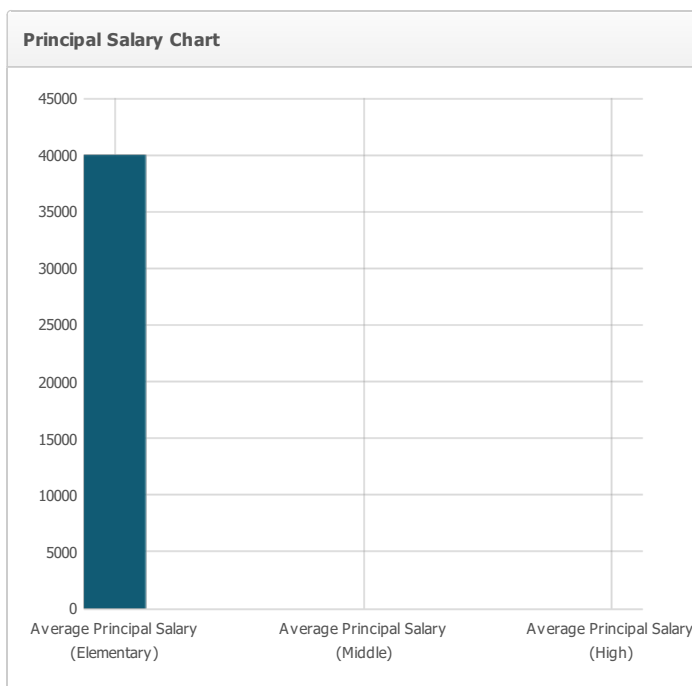
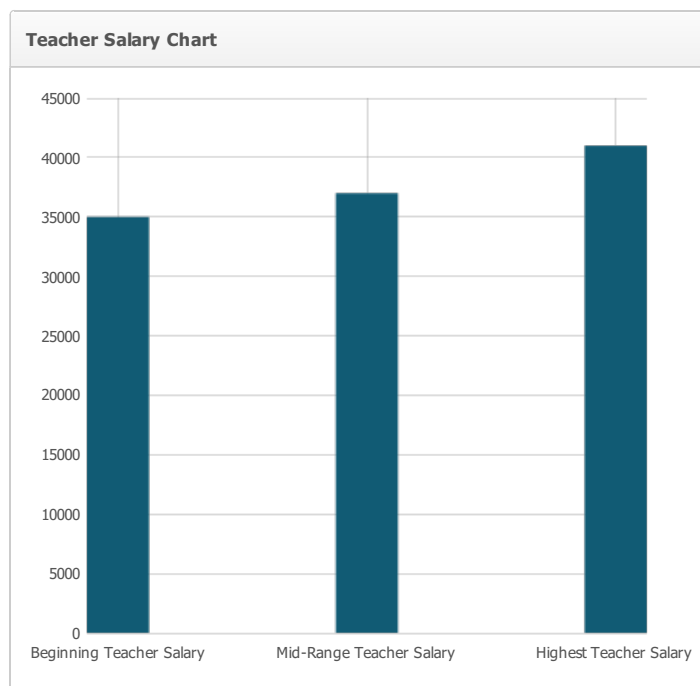
Our EL students received extra support in the classroom as well as translation assistance through a Spanish translation App on our iPads or through staff as needed. EL Santillana publishing company resource materials are available for classroom teachers with EL students needing extra support in English language development.

Last updated: 2/3/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$38,970
Mid-Range Teacher Salary	\$37,000	\$56,096
Highest Teacher Salary	\$41,000	\$71,434
Average Principal Salary (Elementary)	\$40,000	\$91,570
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	25.0%	%
Percent of Budget for Administrative Salaries	11.0%	6.7%

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



Last updated: 2/3/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

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

*Where there are student course enrollments.

Last updated: 1/31/2015

Professional Development – Most Recent Three Years

Professional Development days were arranged by the Executive Director in conjunction with our publisher rep and the Fresno County Office of Education. Professional Development days were set aside to specifically implement our new MacMillan-MacGraw Hill math textbooks and to reinforce or provide training for new staff in our MacMillan-MacGraw Hill language arts series. As this was our second year the training was designed to reinforce earlier training for texts and to familiarize new staff as well

Fresno County Office of Education provided Common Core training for teachers and also received training on the use of iPads for classroom use and specific Apps designed to help students with math or reading skills.

Professional Development was met through workshops off-site, meetings on site, on-site coaching and new teachers received support through BTSA providers.

Teachers are supported by administrative-teacher meetings, peer support, in class teaching and self-directed learning. As we had one class per grade level teachers used data from class to formulate lessons and determine needs of students. Data discussions generally happened peer-to-peer and with administration.

Training on school procedures and policies is done at the beginning of every school year and as needed through the year.

FCOE provides provides Common Core training to teachers and administrators. Staff also received on-going training on us of I-Pads for classroom use and specific apps designed to help students with math or reading skills.

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