Creekside Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/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 http://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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Creekside Elementary School
Street	12362 Springhurst Dr.
City, State, Zip	San Diego, CA 92128
Phone Number	858-391-1514
Principal	Christine Donnelly
E-mail Address	cdonnelly@powayusd.com
Web Site	http://www.powayusd.com/cses
CDS Code	37682966117469

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Mel Robertson, Ed.D
E-mail Address	krens@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2016-17)

Creekside Elementary School is part of the award winning Poway Unified School District. Creekside has the distinction of being the 21st elementary school in the district and the first school to open in the 21st century. Creekside was named a California Distinguished School in 2014. Creekside was built with a vision for the future and preparing our students to be productive citizens and experience successful careers. The physical structure of Creekside is unique. It consists of 30 permanent classrooms organized into five villages as well as two temporary classrooms . Each of the villages contains six teaching stations or classrooms, student restrooms, a staff restroom, as well as a workroom and a large village "square" or common area. The common area is used for individualized instruction, groups to collaborate, space for technology, and parent volunteers to work. In addition, the main building houses the administrative office, a full size multi-purpose room, library, computer lab, and the special education programs. The before and after school care and the preschool are also located in the center of the campus adjacent to the cafeteria and lunch area.

The staff of Creekside represents a group of outstanding individuals who are well educated and trained to meet the needs of each child. staff, parents, and students have come together to create a positive learning environment that provides numerous opportunities for all children to experience rigor, relevancy, and relationship building. With the support of our PTA and Creekside Educational Foundation, we are able to provide our students with enrichment opportunities in technology, math, art, and music. The support of parents and the numerous volunteers on campus each day contribute to the success of our students.

Mission Statement: Creekside Elementary School is a community of lifelong learners committed to high academic achievement and respect for all in an environment that fosters responsibility, collaboration, communication, and celebrations.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	118
Grade 1	83
Grade 2	80
Grade 3	96
Grade 4	95
Grade 5	92
Total Enrollment	564

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	29.3
Filipino	3.9
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	0.5
White	48.8
Two or More Races	5.3
Socioeconomically Disadvantaged	8.9
English Learners	15.8
Students with Disabilities	11.2
Foster Youth	0

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	27	23	1468
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	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 (School Year 2016-17)

Year and month in which data were collected: 10/1/2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 05/04/16				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MONITOR DUE TO AGE
Interior: Interior Surfaces			X	NEEDS INTERIOR PAINT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	MONITOR DUE TO AGE
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		NEEDS EXTERIOR PAINT, NEEDS RE-SURFACING

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 05/04/16				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	81	83	72	75	44	48
Mathematics	82	83	65	67	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	97	96	99.0	86.5
	4	94	94	100.0	83.0
	5	91	90	98.9	78.9
Male	**3**	37	36	97.3	88.9
	4	58	58	100.0	82.8
	5	48	48	100.0	79.2
Female	**3**	60	60	100.0	85.0
	4	36	36	100.0	83.3
	5	43	42	97.7	78.6
Black or African American	**4**	--	--	--	--
	5	--	--	--	--
Asian	**3**	25	24	96.0	95.8
	4	26	26	100.0	88.5
	5	27	27	100.0	74.1
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	13	13	100.0	69.2
	5	--	--	--	--
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	49	49	100.0	81.6
	4	42	42	100.0	81.0
	5	41	41	100.0	78.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	13	13	100.0	61.5
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	11	10	90.9	80.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	17	17	100.0	52.9
	4	17	17	100.0	64.7
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	97	96	99.0	86.5
	4	94	94	100.0	84.0
	5	91	90	98.9	78.9
Male	3	37	36	97.3	91.7
	4	58	58	100.0	89.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	48	48	100.0	83.3
Female	**3**	60	60	100.0	83.3
	4	36	36	100.0	75.0
	5	43	42	97.7	73.8
Black or African American	**4**	--	--	--	--
	5	--	--	--	--
Asian	**3**	25	24	96.0	95.8
	4	26	26	100.0	88.5
	5	27	27	100.0	85.2
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	--	--	--	--
	4	13	13	100.0	69.2
	5	--	--	--	--
Native Hawaiian or Pacific Islander	**5**	--	--	--	--
White	**3**	49	49	100.0	85.7
	4	42	42	100.0	83.3
	5	41	41	100.0	75.6
Two or More Races	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	**3**	13	13	100.0	69.2
	4	--	--	--	--
	5	--	--	--	--
English Learners	**3**	11	10	90.9	90.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	**3**	17	17	100.0	58.8
	4	17	17	100.0	58.8
	5	--	--	--	--
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90	91	91	83	83	83	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	91	90	98.9	91.1
Male	48	48	100.0	89.6
Female	43	42	97.7	92.9
Asian	27	27	100.0	92.6
White	41	41	100.0	87.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.8	28.6	54.9

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.

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 (School Year 2016-17)

Creekside recognizes the importance of the partnership between home and school and remains committed to providing a learning community and valuing all stakeholders. Parents have been included in the improvement process and serve in an advisory capacity on committees. In addition to classroom support, parent volunteers work in a variety of areas: the volunteer workroom, Arts Attack program, Math Club, Family Reading Time, book fairs, Carnival, Haunted House, Science Fair, Dinner and Auction, Fun Run, field trips, and mentor reading programs.

The PTA maintains a volunteer database and both posts and emails volunteer opportunities to parents who indicated that they want to volunteer. Parents are also welcome to contact the office and teachers directly to inquire about volunteering. Our parent involvement is a signature practice that earned Creekside a 2014 California Distinguished Schools award. We hold a new family orientation meeting a few days before school to introduce parents to the PTA and CEF presidents and explain how they can be involved at school. Our CEF and PTA board members wear shirts that identify them as board members at school events to make it easy for new families to meet our parent leaders. Our PTA also holds a Room Parent training each fall to help parents feel comfortable about volunteering and to set up a support network for their success.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.8	0.0	1.2	1.1	1.2	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Creekside places a strong emphasis on safety for students and staff. Our comprehensive safety plan is reviewed in March, August, and October each year and staff are kept up-to-date on new protocol. In the past year we have worked with our School Resource Officer, City of San Diego traffic department, and the District transportation department to refine our parking lot rules and to review safe driving practices on adjacent roads. We plan a week long "Spotlight on Parking Lot" each year to really focus on all the safety rules and to involve students through our Prepare for Departure message to reduce time at the curb.

Our school continues to lock all doors and gates during the school day. Visitors and families are required to enter through the front office where they log into a computer visitor system, which prints a name tag, logs their time and also documents volunteer hours. School staff wear ID badges every day. Our custodians monitor the back gate off the field before and after school.

Annual training procedures and drills for earthquakes, fire, and bus evacuation are held. Maintenance staff work with a scheduled preventive program to offset costly repairs whenever possible. Extended Student Services is available to students for before and after-school childcare.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		3		27		4		20	1	5	
1	28		3		26		3		21		4	
2	28		3		27		3		27		3	
3	28		4		28		4		24		4	
4	31		3		33		1	2	32		3	
5	31		4		34			3	31		3	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.3	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1	N/A
Other	.375	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	--	--	--	$85,325.34
District	N/A	N/A	$8,962	$77,791
Percent Difference: School Site and District	N/A	N/A	--	17.3
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	--	16.9

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

Types of Services Funded (Fiscal Year 2015-16)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects—monies from agencies (e.g., federal, state) earmarked for specific services
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,237	$45,092
Mid-Range Teacher Salary	$79,910	$71,627
Highest Teacher Salary	$97,997	$93,288
Average Principal Salary (Elementary)	$122,843	$115,631
Average Principal Salary (Middle)	$138,732	$120,915
Average Principal Salary (High)	$131,028	$132,029
Superintendent Salary	$305,178	$249,537
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Research supports the positive effects of professional development on increasing student learning. The teaching staff is afforded the opportunity to participate in both District and site-sponsored professional development. These TLC workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical thinking, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. The current focus of professional learning time is on the California State Standards. The school site provides 1-2 hours per month of additional site-directed professional development that is designed to encourage collaboration while delving deeper into the concepts of the District professional development. Additionally, each teacher is part of a collaborative team with one day of "flex time" to expand their professional learning in an area they deem as a priority. Teams develop and utitize bench-mark assessments to monitor progress towards reading and math goals.

Teachers and administrators are actively involved in professional development activities at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. Our site also has two Professional Learning Leaders (PLL) supported by the District. One PLL focuses on technology integration and is part of the District technology team; the other PLL has a focus on the state English Language Arts standards.

Additionally, the District continually expands the use of MyConnect courses and resources, which offers flexibility in the types of professional development and allow teachers to self-direct their ongoing professional learning.