

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

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

I. Data and Access

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
School Name	Mount Shasta Elementary School	District Name	Mount Shasta Union Elementary School District
Street	501 Cedar Street	Phone Number	(530) 926-6007
City, State, Zip	Mount Shasta, CA 96067	Web Site	http://sisnet.ssku.k12.ca.us/~msusdftp/index.html
Phone Number	(530) 926-3434	Superintendent	Kathi Emerson
Principal	Sally Gasaway	E-mail Address	kemerson@sisnet.ssku.k12.ca.us
E-mail Address	sgasaway@sisnet.ssku.k12.ca.us	CDS Code	47-70425-6050884

School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Mount Shasta Elementary School, located 75 miles south of the Oregon border at the base of its 14,162 foot namesake, houses a K-3 grade school of 260 students. Using Mt. Shasta as our daily inspiration, we work as a team to trek up the mountain of standards based education. Our team consists of a full time principal, twelve fully credentialed classroom teachers, two credentialed specialists, eight paraprofessionals, and eleven support staff all working collaboratively to provide a quality education to all of our children academically, emotionally and physically. As our vision states, we strive to be a leader of educational excellence in the state of California. The mission of the Mount Shasta Union School District is to promote a system of educational excellence providing the opportunity for all students to become productive citizens and achieve high academic standards. To support our vision and mission the following three aims drive every decision we make to ensure success:

Aim 1: Maximize student achievement Aim 2: Ensure safe, secure, and well maintained schools Aim 3: Function with increasing efficiency and effectiveness With a clear vision and goals to guide us, we provide a strong curriculum, effective teaching strategies, appropriate materials, and sufficient support to ensure all students become proficient in the standards. Through data driven instruction we maintain a balanced language arts and math program. Our students receive whole group instruction along with small group guided lessons that differentiate instruction. Rather than cutting science and social studies to focus on math and reading, we capitalize on our environment to enhance our science and social studies curriculum. The Mount Shasta area offers many natural resources that can be incorporated into our outdoor science programs, including the Salmon and Trout Projects, raising an adromous fish for release into local streams, Adopt-a-Watershed, riparian projects and the Castle Lake Project. Our Life Lab garden and grow labs provide hands on science projects for full school use. Through these programs we integrate reading, writing, and math into our science and social studies curriculums and offer a myriad of opportunities for our students to apply their skills to real world problems and their solutions. Emotionally our students and families are supported through a variety of classroom activities and community organizations. At school, students learn to resolve conflicts among themselves rather than expecting adults to intervene through our Peaceful Playground and Second Step programs. We also have an "Attendance Counts" campaign that acknowledges classrooms as well as individual students for positive attendance. The Mt. Shasta Resource Center, Siskiyou Child Care Council, PIE (Partners in Education), The Mt. Shasta Education Foundation, and the Mt. Shasta Recreation Department are all an integral part of providing a well balanced education for our students. Our music program develops our students' personalities, heritages, and emotions. In addition to our regular music program, each year every grade level presents at least one musical production for the entire school, parents, and community members. We also celebrate our students' diversities through a variety of recognition programs such as "Good Sport Coupons, "Star of the Week", People Respecting Others, and monthly sing-a-longs. We build our school community through monthly assemblies and sing-a-longs hosted by a different grade level each month. Parents and community volunteers are an integral part of our programs. Numerous parents volunteer their time daily, along with Foster Grandparents. These team members nurture our children's lives by sharing their areas of expertise and providing individual attention and acknowledgment. Our students receive regular physical education using our SPARKS program. Through our Peaceful Playground, students have an additional forty-five minutes a day for physical activity with a variety of equipment available and organized games. So as we climb the mountain of standards based education through our team of staff, parents, and the community we are able to prepare our students academically, physically, socially, and emotionally for the journey of life.

Opportunities for Parental Involvement (School Year 2009-10)

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

Parents are active partners in our educational community. Their contributions and participation are multifaceted. There is a School Site Council that meets monthly. Partners in Education (PIE) is a district-wide fund raising body and a project-oriented group of parents who meet monthly to continually seek ways to provide support for the school and its goals. Our parents' talents are used in the classrooms on an ongoing basis as presenters, tutors, buddies and mentors. Some of our curriculum committees include parent members. Many of our parents and community members provide connections to the classrooms through their businesses or professions.

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

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	66
Grade 2	58
Grade 3	57
Total Enrollment	244

Student Enrollment by Group (School Year 2009-10)

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

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	73
American Indian or Alaska Native		Two or More Races	
Asian	0.82	Socioeconomically Disadvantaged	35
Filipino	0	English Learners	3
Hispanic or Latino	17	Students with Disabilities	8
Native Hawaiian/Pacific Islander	0.82		

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.7	3	0	0	21.7	0	3	0				
1	15.3	4	0	0	19.5	2	0	0				
2	18.3	4	0	0	20.0	3	0	0				
3	18.5	4	0	0	20.3	2	1	0				
4	22.0	0	1	0	0.0	0	0	0				
5	0.0	0	0	0	0.0	0	0	0				
K-3	0.0	0	0	0	20.0	2	0	0				
3-4	0.0	0	0	0	0.0	0	0	0				
4-8	0.0	0	0	0	0.0	0	0	0				
Other	0.0	0	0	0	0.0	0	0	0				

III. School Climate

School Safety Plan (School Year 2009-10)

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

The Safety Committee meets regularly to identify any areas of concern district-wide. Date of last review/updated: September 2005 Date last reviewed with staff: August 2010

Suspensions and Expulsions

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

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	2.7	1.5	2.9	8.7	8.5	7.4
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

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

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

Mount Shasta Elementary School and grounds are well maintained and are inspected monthly by the maintenance staff and annually by the liability insurance carrier. Students and staff take great pride in the appearance of the school.

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

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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	In the summer of 09, the playground drain was repaired. The underground pipe was replaced. In the winter of 09, the sewer line from the kindergarten room to the main in the street was repaired.
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

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

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	20	16		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

VI. Support Staff

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

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

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

VII. Curriculum and Instructional Materials

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

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

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	State Adopted/Materials CurrentHoughton Mifflin	0	Yes
Mathematics	State Adopted/Materials CurrentSaxon	0	Yes
Science	State Adopted/Materials CurrentFOSS	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
History-Social Science	State Adopted/Materials CurrentHarcourt Publisher	0	Yes
Foreign Language	NA	NA	Yes
Health	Materials Current	0	Yes
Visual and Performing Arts			Yes

VIII. School Finances

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,562	\$1,707	\$5,855	\$56,467
District	---	---	\$5,855	\$56,230
Percent Difference: School Site and District	---	---	0%	1%
State	---	---	\$5,681	\$57,352
Percent Difference: School Site and State	---	---	3%	2%

Types of Services Funded (Fiscal Year 2009-10)

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

Currently the district spends \$8,562 per student. Seventy cents of every dollar goes directly to the classroom. Twenty-five cents was spent for classroom support and five cents for district support. 70% direct to classroom includes teachers, instructional aides, books, materials, supplies and equipment. 25% for classroom support includes the principal, school office, student support staff, curriculum support, transportation, maintenance and operations of school buildings and grounds maintenance. 5% for district support includes the board of education, superintendent and district office.

Teacher and Administrative Salaries (Fiscal Year 2008-09)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,731	38,905
Mid-Range Teacher Salary	56,412	56,504
Highest Teacher Salary	64,696	71,750
Average Principal Salary (Elementary)	79,093	92,053
Superintendent Salary	112,742	111,055
Percent of Budget for Teacher Salaries	41.5	37.9
Percent of Budget for Administrative Salaries	7.6	6.8

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	53	63	63	63	73	73	46	50	52
Mathematics	69	72	72	63	69	69	43	46	48
Science	0	0	0	72	74	74	46	50	54
History-Social Science	0	0	0	58	60	60	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	63	75		
Female	64	69		
Black or African American	*	*		
American Indian or Alaska Native				
Asian	*	*		
Filipino				
Hispanic or Latino	44	62		
Native Hawaiian/Pacific Islander				
White	68	76		
Two or More Races	*	*		
Socioeconomically Disadvantaged	63	59		
English Learners	*	*		
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

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

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

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2007	2008	2009
Statewide	8	7	7
Similar Schools	1	4	4

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

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

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-7	9	27
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	4	3	42
Two or More Races			
Socioeconomically Disadvantaged		-12	
English Learners			
Students with Disabilities			

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

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	857	874	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino			851
Hispanic or Latino			715
Native Hawaiian/Pacific Islander			753
White	879	883	838
Two or More Races			808
Socioeconomically Disadvantaged		839	712
English Learners			692
Students with Disabilities			580

Adequate Yearly Progress

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

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

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

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

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	Yes
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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

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

XI. Instructional Planning and Scheduling

Professional Development

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

Mount Shasta Union Elementary School District provides extensive staff development for kindergarten through Grade 8 teachers. Professional development revolves around student performance and practices to improve student achievement through research, reflection, and reorganization when necessary, in accordance with the Single Plan for Student Achievement. Some of these specific practices include: analyzing benchmark assessments, flexible grouping, targeting teaching, and using a variety of strategies. This is essential to ensure that all student achieve grade level content standards. Information obtained from our annual staff, parent, and student surveys, along with various assessment data (CST's RESULTS, and grade level assessments), enables the Site Council to write specific goals for student achievement, professional development, and determine the allocation of funds. We have incorporated into our calendar three professional days, and in addition, our principal has committed to research-based staff meeting that are focused on professional learning communities. We are using Richard and Rebecca Dufour's books Professional Learning Communities and The Collaborative Teacher to guide us through this on-going, focused, outcome based process. Through our collaboration time we focus on student achievement and specifically reading this year. In 2009-10 we have begun the process of disaggregating data into various subgroups in order to provide more specific detailed data that drives our instructional decisions. Our classified staff also participate in appropriate professional development. Before each staff meeting, a professional article is presented to them to read ahead of time. At the monthly meeting we discuss appropriate strategies they can implement when working with small groups in the classroom as well as strategies for playground and cafeteria duty. Our administrator also attends a professional learning community through the Siskiyou County Office of Education, along with the ASCA conference each spring. Each professional development activity is evaluated through a survey. The principal holds teachers accountable for implementing new instructional strategies during her classroom walk-throughs. As part of this process, teachers reflect on their practice and discuss and evaluate it with their colleagues. The principal serves as a constant observer of state standards and framework compliance. Because the focus of professional development is on student achievement we are constantly looking at our teaching practices. New teachers are often partnered with a grade level colleague for support, and also participate in BTSA. Our staff also belongs to a variety of professional organizations including California Teachers Association, Association of Supervision and Curriculum Development, California Reading Association, California Association of Gifted and Talented, and other organizations which allow them to have access to journals, workshops, and professional support.