

# Walker Junior High 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Walker Junior High School
<b>Street</b>	8132 Walker Street
<b>City, State, Zip</b>	La Palma, CA 90623-2049
<b>Phone Number</b>	(714) 220-4051
<b>Principal</b>	Kirsten Levitin, Ed.D.
<b>E-mail Address</b>	levitin_k@auhsd.us
<b>Web Site</b>	<a href="http://walkerjhs.org/">http://walkerjhs.org/</a>
<b>CDS Code</b>	30664316058903

<b>District Contact Information</b>	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Superintendent</b>	Michael B. Matsuda
<b>E-mail Address</b>	webmaster@auhsd.us
<b>Web Site</b>	www.auhsd.us

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

#### Mission Statement:

The mission of Walker Junior High School is to provide rigorous programs and curricula, in which our students are challenged to meet high levels of academic achievement. Students will become compassionate life-long learners as they develop a greater sense of their role in the global community. Walker will provide a comprehensive system of support services that will ensure that all students learn.

#### General Information:

Walker Junior High School is a two-year junior high school that offers seven class periods per day. Seven periods allows students to have two elective classes. As a result, in addition to a strong and rigorous core program, students have the opportunity to experience band, theatre, choir, art, Spanish, home economics, woodshop, computers, multi-media, STEAM (Science, Technology, Engineering, Arts, and Math), multi-cultural awareness, yearbook, and speech. We believe in exposing students to a variety of electives, so that they can experience an array of offerings, and see if there are particular pathways they are interested in following in high school. Our core classes teach the content standards through literacy and collaboration, communication, creativity and critical thinking. We strive to teach our students 21st century skills, so they are prepared to succeed in high school, college, and in their careers.

#### Highlights:

At Walker Junior High School, its STEAM Academy was recognized as a Gold Ribbon model program in 2015. According to Principal Dr. Kirsten Levitin, the STEAM Academy, which is in its third year, focuses on several STEAM-centric learning opportunities, including computer programming through the lens of video game development, electronics, and microcontroller programming culminating in robotics work.

#### Demographic Information:

Walker Junior High School, located in La Palma, California, serves 1,140 students, in which 46% participate in the free and reduced meal program, and 9% are English Learners. The demographic profile also indicates the following regarding student subgroups: 43% Hispanic, 20% Asian, 19% White, 10% Filipino, 4% African American, 1% Native American/Pacific Islander, and 3% indicate multiple ethnic groups.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	545
<b>Grade 8</b>	563
<b>Total Enrollment</b>	1,108

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	20
Filipino	9.7
Hispanic or Latino	42.8
Native Hawaiian or Pacific Islander	0.8
White	18.9
Two or More Races	3.7
Socioeconomically Disadvantaged	48.1
English Learners	8.8
Students with Disabilities	9.2
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	44	44	43	1250
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	1	3	59

### 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	1	3
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
<b>This School</b>	98.9	1.1
<b>All Schools in District</b>	98.0	2.0
<b>High-Poverty Schools in District</b>	98.2	1.8
<b>Low-Poverty Schools in District</b>	97.0	3.0

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:** September 2016

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given in-depth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in September 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks in 2015-16, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health is taught as part of science and PE curriculum. Science textbooks were adopted in 2006-07.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	NA		NA

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Walker Junior High School opened in 1959. The 27 acre site includes 26 regular classrooms and a number of portable classroom buildings. There are 18 labs, which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes a cafeteria, a library, a gym and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 12, 2016.

**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: September 12, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: September 12, 2016				
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	54	55	44	47	44	48
Mathematics	39	38	29	29	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	7	547	540	98.7	52.4
	8	561	556	99.1	57.7
Male	7	277	274	98.9	43.4
	8	284	281	98.9	50.9
Female	7	270	266	98.5	61.6
	8	277	275	99.3	64.7
Black or African American	7	17	17	100.0	47.1
	8	26	26	100.0	38.5
American Indian or Alaska Native	8	--	--	--	--
Asian	7	104	101	97.1	75.3
	8	119	117	98.3	80.3
Filipino	7	60	59	98.3	72.9
	8	52	52	100.0	69.2
Hispanic or Latino	7	237	234	98.7	40.6
	8	236	235	99.6	46.8
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	7	102	102	100.0	47.1
	8	105	103	98.1	60.2
Two or More Races	7	25	25	100.0	48.0
	8	16	16	100.0	50.0
Socioeconomically Disadvantaged	7	247	244	98.8	41.8
	8	284	283	99.7	44.9
English Learners	7	47	46	97.9	4.3
	8	33	32	97.0	12.5
Students with Disabilities	7	59	57	96.6	14.0
	8	48	48	100.0	8.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	545	538	98.7	39.4
	8	561	556	99.1	36.3
Male	7	276	273	98.9	34.1
	8	284	281	98.9	35.9
Female	7	269	265	98.5	44.9
	8	277	275	99.3	36.7
Black or African American	7	17	17	100.0	41.2
	8	26	26	100.0	19.2
American Indian or Alaska Native	8	--	--	--	--
Asian	7	104	101	97.1	64.4
	8	119	117	98.3	63.3
Filipino	7	60	59	98.3	55.9
	8	52	52	100.0	51.9
Hispanic or Latino	7	235	232	98.7	24.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	236	235	99.6	23.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	102	102	100.0	42.2
	8	105	103	98.1	35.0
Two or More Races	7	25	25	100.0	24.0
	8	16	16	100.0	31.3
Socioeconomically Disadvantaged	7	246	243	98.8	30.0
	8	284	283	99.7	25.1
English Learners	7	46	45	97.8	4.4
	8	33	32	97.0	6.3
Students with Disabilities	7	58	56	96.5	5.4
	8	48	48	100.0	6.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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
<b>Science (grades 5, 8, and 10)</b>	75	74	56	61	56	51	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	560	552	98.6	56.0
Male	283	278	98.2	55.0
Female	277	274	98.9	56.9
Black or African American	26	26	100.0	34.6
Asian	119	117	98.3	82.1
Filipino	52	52	100.0	71.2
Hispanic or Latino	235	231	98.3	45.0
White	105	103	98.1	53.4
Two or More Races	16	16	100.0	43.8
Socioeconomically Disadvantaged	283	281	99.3	44.1
English Learners	33	32	97.0	9.4
Students with Disabilities	48	48	100.0	14.6

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
7	16.3	26.2	32.3

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)

Walker Junior High is a family friendly school. Walker offers parents the opportunity to be involved in a strong PTSA, English Learner Advisory Committee (ELAC), and School Site Council, as well as several volunteer opportunities. Walker has an established cohort of skilled volunteers to help with lunchtime activities and supervision on a daily basis. We share a community liaison with Kennedy High School to provide a parent link to the schools. Through this collaboration, we offer the Parent Leadership Academy twice a year in English, Spanish, and Korean. We had nearly 100 graduates at our most recent Parent Leadership Academy graduation. Walker reaches out to 6th grade parents through a 6th grade Walker Showcase. Additionally, Walker utilizes its counseling department to reach out to feeder elementary schools, and also reaches out to the elementary schools through selected elective and academic programs. Walker facilitates communication to students and parents in a variety of ways, including home calls, the school website, College/Career Night, Back to School Night/Open House, Career Day, Aeries (student information system) Parent Portal training, Coffee with the Principal, and parent workshops on many topics that are of interest to parents. All parents are encouraged to get involved and volunteer at Walker. We look forward to meeting all of you!

### 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
<b>Suspensions</b>	5.8	4.8	6.5	5.4	5.4	5.6	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

#### School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Walker Junior High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

## 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2008-2009
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	13
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	11	12	23	29	8	12	26	29	8	12	26
Mathematics	31	3	19	15	31	4	9	24	31	4	9	24
Science	33	4	4	26	33	4	2	29	33	4	2	29
Social Science	31	5	11	21	31	4	7	27	31	4	7	27

Note: 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.

### 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	2	554
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.05	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0.05	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0	N/A
Other	0	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	\$9,614	\$2,151	\$7,463	\$87,718
District	N/A	N/A	\$8,344	\$90,749
Percent Difference: School Site and District	N/A	N/A	-10.6	-3.3
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A	31.5	12.7

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

### Types of Services Funded (Fiscal Year 2015-16)

Walker Junior High School receives the following state and federal funds: Title II Professional Development, Local Control Funding Formula (LCFF). These supplemental funds help to support struggling students and English learners with additional supports and interventions. Walker Junior High School also has an Intensive Reading course for students who are in need of additional reading support during the school day. We have tutoring before school on Tuesdays and Homework Club after school on Wednesdays and Thursdays. We have partnered with Kennedy High School across the street and they offer tutorial support for our Homework Club.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$49,833	\$46,184
<b>Mid-Range Teacher Salary</b>	\$90,682	\$75,179
<b>Highest Teacher Salary</b>	\$104,163	\$96,169
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>	\$133,509	\$124,243
<b>Average Principal Salary (High)</b>	\$138,901	\$137,939
<b>Superintendent Salary</b>	\$225,500	\$217,637
<b>Percent of Budget for Teacher Salaries</b>	38%	35%
<b>Percent of Budget for Administrative Salaries</b>	4%	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)**

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. In addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity to prepare students with 21st Century college and career skills. Teachers teach the Four C's (communication, collaboration, creativity and critical thinking). Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. All District staff members are supported in their efforts to incorporate literacy and to deliver highly-effective lessons. Teacher collaboration time occurs every Tuesday morning, during late-start days, and is used for professional development activities, which include analyzing student assessment results, refining curriculum, and sharing new instructional strategies to help facilitate the transition to the Common Core State Standards. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. Walker's Lesson Design Specialist, who also teaches at Walker, works with the staff to plan and implement meaningful professional development activities. We conduct several Learning Walks each school year with teachers, parents and our feeder elementary principals. We also have a Response to Intervention and Instruction teacher who works with our students and staff to provide best first instruction. Leadership capacity is being built up through the implementation of teacher led Focus Teams that address a variety of site needs including PBIS, site safety, student monitoring, discipline, fundraising, school spirit, and technology.