Glen Avon Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Glen Avon Elementary School
Street	4352 Pyrite St.
City, State, Zip	Jurupa Valley, CA 92509-3338
Phone Number	951 360-2764
Principal	Sylvia Bottom
Email Address	sylvia.bottom@jusd.k12.ca.us
Website	www.jurupausd.org/schools/GlenAvonElementary
County-District-School (CDS) Code	33 67090 6032163

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951 360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jusd.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

Mission Statement:

"Glen Avon Elementary School has no limits to the academic success of each child" is the mission statement by which every member of our learning community operates. Our academic expectation is that every student will meet or exceed the Common Core grade-level standards. But we also recognize that there is more to learning than just academics, so we also focus on the two areas of behavior and a healthy living style. Our goal is for our students to grow into citizens of outstanding character who make healthy eating and active living choices.

Vision Statement

Glen Avon students are motivated, independent learners. Rigorous academic standards including Common Core standards-based curriculum are aligned with best practice instruction, teaching methods, materials and assessments. Professional development and 21st century digital resource access ensure student success with cognitive skills. Detailed, data-driven focus determines and drives program effectiveness, school safety, and learning opportunities. Glen Avon provides a supportive, exemplary learning environment where all students take personal responsibility in their daily learning. A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Glen Avon's determination that all students will have a safe, orderly and inviting learning environment and will be engaged in college and career readiness preparation in the pursuit of lifelong learning and future achievement. .

School Description/Details

Glen Avon is an AVID elementary school with a strong focus on college and career readiness and 21st century learning. AVID also provides a strong bond for Staff to work on cooperation with the families of Glen Avon students.

A strong emphasis on early literacy and foundational skills ensure that all students are reading at grade level by the end of 3rd grade. Primary intervention is in place for students to receive appropriate interventions in grades K-3. Data from the DIBELS assessments allow teachers to effectively provide differentiated instruction based on individual needs. Teachers are provided staff development to review early reading strategies and Intervention and Kindergarten teachers work with identified students on a daily basis. This year we have expanded our Guided Reading to include all grade levels from Kindergarten to Sixth Grades. Each student receives 30 minutes of Guided Reading at their instructional level. The groups are fluid and and students are able to move to different groups based on data.

The district's Digital Technology Gateway plan providing all 2nd-6th grade students a Chromebook device is successfully in place. Students in grades 2-6 are also able to take the chromebooks home on a daily basis and during all breaks. Additionally, Kindergarten and 1st grade students are also using assigned chromebooks in their classrooms. Devices are part of daily instruction and are checked-out to individual students for in-school and at-home use. Chromebooks are an integral part of daily instruction and curriculum and support the JUSD Units of study. Staff attend professional development opportunities to implement effective instructional programs and researched based best instructional practices. Parents are provided technology information and learning opportunities classes throughout the year. Glen Avon is dedicated to becoming a "Common Sense Certified School" by teaching digital citizenship to all students and engaging parents using Common Sense Education materials. There is a strong campus focus to keep all students safe on the internet by implementing school-wide Digital Gateway lessons on digital literacy and becoming responsible digital citizens.

As a school, we are implementing the JUSD Units of Study. These teacher created units specifically cover the California standards for ELA and Mathematics for each grade level. Daily English Language Development (ELD) continues to be a key area of focus on our campus. Every classroom provides integrated and designated ELD using the new ELD standards. Teachers use the ELA textbook (McGraw Hill – Wonders) to support the Units of Study. We also teach NGSS Science standrds for students in grade Kindergarten to Sixth grades.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	90
Grade 1	70
Grade 2	80
Grade 3	68
Grade 4	65
Grade 5	77
Grade 6	91
Total Enrollment	541

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	2.2
Filipino	0.6
Hispanic or Latino	92.1
White	3
Two or More Races	1.1
Socioeconomically Disadvantaged	81.5
English Learners	41.6
Students with Disabilities	8.3
Foster Youth	0.9
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	24	24	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6) McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6), Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in 1951. The school has a portable that has been converted into a library. The safety, cleanliness, and adequacy of our school facilities are a high priority to the District. Overall, school grounds and facilities are in good repair. The Districts Deferred Maintenance Plan is assessed and updated every year. Work generated by the Deferred Maintenance Plan is generally completed during the summer months. Fire inspections are conducted on an annual basis and any issues are addressed immediately. The District also has an internal inspection team conducting annual safety inspections of all sites. All safety-related items are handled as top priority.

The students are kept safely on the school grounds before and after school by six activity supervisors. Students are required to have a hall pass if they go to another room. If a student is found on campus without a pass, they are sent back to their homeroom to obtain a pass.
All visitors are required to wear a visitors' pass while on campus. All staff members are now required to wear a district identification badge.
Our renovation project will began January 2019. The renovation began with a new Main Office and LIbrary/Makerspace. The first wing of classrooms, rooms 2-7, are currentl being remodeled and updated. The next wing of classrooms will begin renovation in February 2020.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
   • Determination of repair status for systems listed
   • Description of any needed maintenance to ensure good repair
   • The year and month in which the data were collected
   • The overall rating

Year and month of the most recent FIT report: 12/02/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	46	36	38	50	50
Mathematics (grades 3-8 and 11)	37	37	24	25	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	300	98.04	1.96	46.00
Male	159	155	97.48	2.52	52.26
Female	147	145	98.64	1.36	39.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	280	274	97.86	2.14	44.53
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	63.64
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43	1.57	42.80
English Learners	168	163	97.02	2.98	36.81
Students with Disabilities	46	46	100.00	0.00	13.04
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	305	99.67	0.33	37.05
Male	159	159	100.00	0.00	43.40
Female	147	146	99.32	0.68	30.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	280	279	99.64	0.36	35.48
Native Hawaiian or Pacific Islander					
White	11	11	100.00	0.00	36.36
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	254	253	99.61	0.39	34.78
English Learners	168	168	100.00	0.00	33.93
Students with Disabilities	46	46	100.00	0.00	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.7	18.2	26.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to join and participate in the,English Learner Advisory Committee (ELAC), School Site Council (SSC) functions, and AVID Booster, as well as to volunteer in their child's classroom. We also offer numerous opportunities for parents to learn ways to help and support the educational and emotional growth of their students.We are currently hosting Technology classes for parents to help them to become more familiar with technology and Kindergarten readiness classes for parents. We are also hosting a primary and uppergrade "Bring your Parent " to school days. For more information on how to become involved, please contact Ronald Allbee School Site Council chairperson, at (951) 360-2764.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	1.1	2.5	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

To make sure safety standards are met, several agencies are involved. These agencies include the fire department, Keenan & Associates for district workers' compensation services, administrators, the district safety committee (annually), and school custodians. Glen Avon Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child-abuse reporting procedures; disaster-response procedures;suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079; the district's Discipline Handbook and Sexual Harassment Policy; our school dress code; and procedures and rules for safety on the way to and from school as well as during school hours. Glen Avon has a school safety plan, which outlines plans for many types of emergencies. This plan will be updated every year and approved by our School Site Council by March, 2020. Drills are held on a regular basis. We have emergency water and food supplies, blankets, first-aid supplies, radios, flashlights, and tools recommended for use in a disaster.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		4		17	2	3		19	4	1	
1	26		3		25		3		22		3	
2	22		3		25		3		27		3	
3	19	4			24		2		23		3	
4	40		3	1	30		2	1	31		1	1
5	33			2	31		2	1	33			2
6	38	1		3	23	2	3		23	2	2	1
Other**	18	1			19	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10500	1985	8515	94427
District	N/A	N/A	8825	$89,656.00
Percent Difference - School Site and District	N/A	N/A	-3.6	4.5
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	23.3	16.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Additional funding assists the school in providing additional educational opportunities and services for the children of Glen Avon. Services available at Glen Avon include:
- Special Education—serves students with special needs
- Instructional materials, e.g., textbooks, paper supplies
- Intensive intervention support is provided through Title I and LCFF
- LCFF provides Bilingual Tutors,health-clerk aide, materials and supplies, and parent involvement
- Gifted and Talented Education—serves high-achieving students
- Title I—provides services to low achieving students and parent education
- Title VI—provides library books, maps, etc.
- Economic Impact Aid-Bilingual—serves limited English speaking students
- Staff Development—provides in services and training to teachers
- School Improvement—provides supplementary programs and instructional materials

* MakerSpace - provides opportunities for students to be be creative and integrate technology

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,878	$51,374

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$79,746	$80,151
Highest Teacher Salary	$106,973	$100,143
Average Principal Salary (Elementary)	$126,881	$126,896
Average Principal Salary (Middle)	$129,964	$133,668
Average Principal Salary (High)	$147,669	$143,746
Superintendent Salary	$253,634	$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3

Professional Development
The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers. The trainings are developed based om District Data and are Training initiatives included the adoption of California Common Core State Standards for mathematics (Riverside County Office of Education [RCOE], provider); Positive Behavior Interventions and Supports (JUSD Special Education Department, provider);Technology training that includes the use of the Grade Book online grading and reporting system, Chromebooks, Powerschool Learning, Google for Education, Office 365, and Mobi (JUSD Education Technology Department, provider); Step Up to Writing (JUSD ,Education Services Professional Development Program, provider); Five Easy Steps to a Balanced Math Program (Leadership and Learning Center training, provider); English language arts (ELA) and math); Language! intervention teacher training (Voyager Learning consultants, provider);transitional-kindergarten teacher training (JUSD Education Services Professional Development Program,provider); and GATE teacher training (Dr. Susan Daniels, Summit Center, provider); Balanced Math and Math F.U.N. (Lori Cook); Integration of English Language Development and English Language Arts (RCOE); Mathematics and Number Talks (RCOE); and DIBELS for Primary Intervention (RCOE; These trainings provided teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their K-12 classrooms. The district trainings are offered before school starts and during the school year. Our site staff development is offered on the district minimum days.

Glen Avon teachers also attended staff development training about the integration of technology in the classroom.Glen Avon teachers were trained through the District and on site about Guided Reading strategies. Glen Avon teachers have also been provided with the opportunity to attend Advancement Via Individual Determination (AVID) through Summer Institute and through a Pathway training that was offered through RIMS AVID at our District Professional Development Center. Glen Avon teachers have also received AVID training to review Focused Note Taking.Our school has also had a Staff Development from RIMS AVID about note taking. Some teachers have also attended trainings for Universal Design for Learning;Teachers were also given opportunities to attend additional staff development about technology based upon individual teacher needs. The teachers have also attended trainings this year about English Language Learners Strategies and Next Generation Science Standards.