

Villacorta Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Villacorta Elementary School
Street	17840 E. Villa Corta St.
City, State, Zip	La Puente, CA 91744
Phone Number	(626) 964-2385
Principal	George Herrera, Ed.D.
E-mail Address	gherrera@rowlandschools.org
Web Site	www.villacortaschool.org
CDS Code	19-73452-6022388

District Contact Information	
District Name	Rowland Unified School District
Phone Number	(626) 965-2541
Superintendent	Julie Mitchell, Ed.D.
E-mail Address	jmittchell@rowlandschools.org
Web Site	www.rowlandschools.org

School Description and Mission Statement (School Year 2018-19)

Our School Mission

A professional learning community that works collaboratively to ensure high levels of learning for all.

Our School Vision

Villacorta Elementary School aspires to be a model professional learning community that enriches the lives of students by meeting their academic and social-emotional needs in a caring and stimulating 21st Century environment.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	71
Grade 1	45
Grade 2	50
Grade 3	66
Grade 4	69
Grade 5	58
Grade 6	72
Total Enrollment	431

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	5.8
Hispanic or Latino	88.6
Native Hawaiian or Pacific Islander	0.0
White	1.9
Socioeconomically Disadvantaged	96.5
English Learners	48.3
Students with Disabilities	11.1
Foster Youth	1.6

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	21	19	19
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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: August, 2018

NOTICE OF SUFFICIENCY OF INSTRUCTIONAL MATERIALS FOR: VILLACORTA ELEMENTARY SCHOOL dated October 14, 2014, (Addressed to Mrs. Gallegos and Dr. Mitchell) was received from Arturo Delgado, Ed. D., Superintendent, Los Angeles County Office of Education.

An Instructional Materials review team from The Los Angeles County Office of Education (LACOE) visited Villacorta Elementary School on September 24, 2014. LACOE determined a sufficiency of Instructional Materials to exist in the specific classes visited during the review.

All textbooks and other classrooms resources are purchased from the state-approved textbook lists that meet California grade-level content standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grade TK McGraw Hill World of Wonders 2017 Grades K-5: Benchmark Reading: 2017 Grades 6 Pearson 2017 My Perspectives English Language Arts	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	TK: McGraw Hill World of Wonders, Copyright 2017 Grades K-5: Houghton Mifflin, Math Expressions Common Core, Copyright 2013 Grade 6: Houghton Mifflin Big Ideas, Copyright 2017	Yes	0.0
Science	TK: McGraw Hill World of Wonders, Copyright 2017 Grades K-5: Houghton Mifflin Company, Houghton Mifflin California Science, Copyright 2007 Grades 6: CPO Science, Focus on Earth, Life and Physical Science, Copyright 2007	Yes	0.0
History-Social Science	TK: McGraw Hill World of Wonders, Copyright 2017 Grades K-5: Harcourt Reflections: California Series, Copyright 2007 Grade 6 : Holt California Social Studies: Word History, Ancient Civilizations, Holt, McDougal, Copyright 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's core values of safety and excellence are manifested in our commitment to provide the best maintained and cleanest facilities possible.

School site inspections are conducted on a regular basis to assess cleanliness and safety at all district sites.

Work associated with the district's measure R 2006 bond program has been completed. During the 2013-2014 school year, extensive renovations took place at many of our district schools. These renovations included:

- New casework in classrooms
- Replacement of underground infrastructure
- Upgrades to landscaping
- Removal of unsafe concrete walks and installation of new ones
- Electrical upgrades
- New intercom systems
- New door hardware for enhanced security

Regular pest control operations including pesticide applications are ongoing. All such work is performed in strict accordance with applicable regulations.

Ongoing assessment of site cleanliness is performed by the district's facilities and custodial manager. This process includes evaluation of new cleaning products, equipment, and procedures.

Maintenance work is timely, with health, life, and safety issues taking the highest priority.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 31, 2018		
System Inspected	Repair Status	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	Fair	Few lights out, routine replacement
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roof repairs are in progress
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New camera security system installed

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 31, 2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	21.0	27.0	49.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	16.0	15.0	39.0	39.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	275	99.64	27.27
Male	165	165	100.00	23.03
Female	111	110	99.10	33.64
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.00	69.23
Hispanic or Latino	249	248	99.60	25.81
White	--	--	--	--
Socioeconomically Disadvantaged	267	266	99.63	27.44
English Learners	166	166	100.00	24.70
Students with Disabilities	40	40	100.00	2.50
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	276	274	99.28	14.6
Male	165	164	99.39	14.63
Female	111	110	99.1	14.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100	38.46
Hispanic or Latino	249	247	99.2	13.77
White	--	--	--	--
Socioeconomically Disadvantaged	267	265	99.25	14.72
English Learners	166	165	99.4	12.73
Students with Disabilities	40	39	97.5	0
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.5	19.7	16.4

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 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 2018-19)

We recognize parents as the first teachers in a child's life. We are committed to offering resources and support to parents in their efforts to become involved in their child's education. At Villacorta we:

Provide parent training and capacity building to assist parents to be full partners.

- Select parents to attend the annual Parent Involvement Academy
- Provide Morning Break Club and Family Leadership Institute (Community Liaison works with parents on parenting, education and community resources).
- Promote ESL classes offered through Rowland Adult Community Education (RACE).
- Provide grade, content specific, and SBAC parent workshops.

Assist parents to be full partners in their child's education.

- Encourage participation in decision-making and advisory committees (i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA)
- Involve parents in the evaluation of the content and effectiveness of the Villacorta Parent Involvement Policy and Home-School Compact in improving academic quality.
- Invite parents to annual Title I, Reclassification and GATE meetings.
- Distribute annual parent surveys

Promote parent participation in school events (that support reading /math skills and concepts at home) that build community and family learning such as:

- Welcome Back Family Barbecue
- Back to School Night
- Open House
- Family Learning Nights
- Reading Is Fundamental-RIF (trimester)
- Read Across America
- PTA Founder's Day and Book Fairs
- Parent Volunteer Tea

Promote parent participation in school events that celebrate student learning achievement such as:

- Student of the Month
- Viking of the Month
- Medal Nights (CELDT)
- Awards Assemblies
- Sixth Grade Recognition Ceremony

Build parental awareness of school events/meetings and encourage parent attendance and participation.

- Make meeting announcements visible (i.e. website, twitter, large chart/sign posted in front of the office, school marquee and display case)
- Schedule meetings to coincide with drop/pick up of students or other scheduled events such as Student Recognition Assemblies.
- Utilize multiple methods to communicate events and meetings (i.e. auto phone calls, monthly family calendar, in print and on school website, flyers, principal newsletters)
- Provide incentives to parents for meeting/event attendance.
- Offer parent workshops at different times of the day.

Provide for regular home to school and school to home communication.

- Provide translation in Spanish of all communications sent home to parents.
- Arrange for oral translation in Spanish at meetings and school functions for EL parents as needed.
- Maintain regular communication with parents about student learning through homework agendas, student progress reports, conferences, and grades.

Contact person: Dr. George Herrera, Principal

Phone number: 626-964-2385

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.5	3.0	2.7	3.2	2.6	1.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

As one of Rowland Unified School District's core values, student and staff safety is kept in the forefront of all decision-making. Villacorta's Safety Plan is reviewed and revised annually and throughout the year as needs arise. School advisory boards and councils reviewed the safety plan in November 2018 and it is approved by the governing board of the district each March. School staff received a copy of the safety plan in August 2018; revisions were made and distributed on October 2018 before and after the statewide California Great Shakeout Earthquake drill.

- Student Code of Conduct
- Discipline Policies and Positive Behavioral Interventions and Supports
- Teacher-student mentoring
- Conflict resolution strategies
- Reasonable/relevant consequences
- School and Classroom Contracts
- Application of district provided recording and report forms (i.e. sexual harassment, bullying)
- Second Step- A research based curriculum that teaches social and emotional skills for violence prevention.
- A parent sign-in and sign-out procedure assures student safety.
- Check-in procedures, combined with one-way access through the school office, which monitors the number of visitors on campus.
- Adult supervision of students before school, on the playground and after school.
- Routine safety/disaster drills are conducted and emergency supplies are maintained for students and staff.
- School bus drills are conducted, and discipline reports and communication between school and transportation is maintained.
- Standardized dress code policies are enforced and keep students focused on the business of learning.
- Bullying and Sexual Harassment Training/Policies
- Acceptable use Contract for use of Electronic Information Resources
- Strong partnerships with local law enforcement agencies and RUSD School Police.
- Campus peace officers patrol schools and District facilities before, during and after school at all school and/or District-sponsored events.
- School site safety plan safeguards the well-being of students and staff.

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	2015-16				2016-17				2017-18			
	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	17	3	3		18	2	4		19	4	2	
1	18	3	3		20	2	2		18	2	2	
2	16	4	3		18	4	2		25		4	
3	16	4	2		19	2	3		20	2	4	
4	27		2	1	20	2	2		27	1		2
5	21	2	1	1	30	1		2	18	2	2	
6	25	2	2	1	17	3	2		20	3	1	1
Other	9	2			14	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.375	N/A
Psychologist	0.40	N/A
Social Worker	0	N/A
Nurse	.35	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$15,966	\$8,909	\$7,057	\$91,689
District	N/A	N/A	\$5,127	\$85,939
Percent Difference: School Site and District	N/A	N/A	31.7	7.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-48.3	14.0

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 2017-18)

The Rowland Unified School District promotes, expects, and accepts nothing short of excellence. We have a collective commitment to be the best school district in California and provide comprehensive, well-rounded, and rigorous educational experiences to all students, which are supported by engaging teaching strategies.

These include but are not limited to the following:

Gifted and Talented Education - Students who are identified as gifted and talented are provided with academic enrichment activities and classroom work as well as differentiated instruction and leadership development. In addition, the district hosts special GATE parent education sessions and educational field trips.

Advanced Placement classes - a variety of arts-related activities, honor societies, after school clubs, academic competitions, and Certificate Programs are among the offerings available for high school students. International Baccalaureate - Rowland Unified School District now has over 500 students enrolled in the IB program.

Last year many students from Rowland and Nogales High Schools completed the requirements and had the honor of being RUSD IB diploma graduates.

Family Resource Center (FRC) - The FRC provides an array of social services such as parent education, provider education, and parent and child interactive programs, along with health and support services.

6th Grade Algebra - This program, which earned a California School Board Golden Bell Award, readies students for advanced math in intermediate and high school. Algebra is a graduation requirement. Students who take Algebra early have the flexibility in their schedule to take more Advanced Placement (AP) and/or International Baccalaureate (IB) courses when in high school.

Transitional Kindergarten - Transitional kindergarten allows for pre-kindergarten age students to receive instruction in a classroom that is commensurate with their age and ability level.

Technology - Access to technology is woven into the curriculum, and the graduation requirements. All classrooms integrate technology into the curriculum. In addition, structured computer lab time ensures that students are well-versed and practiced in using today's technology for homework, classroom projects, and research.

M.I.N.D. Institute - A research-based K-4 math literacy program that integrates music (electronic keyboard instruction) and math video games to teach complex, abstract math concepts.

Advancement Via Individual Determination (AVID) - a college preparatory program that holds students accountable to the highest standards and provides academic and social support. AVID brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

Alternative Learning Program (ALP) - The Alternative Learning Program is designed for today's 21st Century learner. Its unique learning environment aims to serve students seeking or requiring opportunities outside of the traditional classroom setting. These variations include multiple learning modalities and flexible schedules, as well as independent, online and accelerated learning opportunities. The ALP also seeks to provide families with community agency support as well as family outreach and education opportunities

Summer School Programs for students at the Elementary and Secondary levels.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,383	\$49,512
Mid-Range Teacher Salary	\$81,079	\$77,880
Highest Teacher Salary	\$104,130	\$96,387
Average Principal Salary (Elementary)	\$130,524	\$123,139
Average Principal Salary (Middle)	\$140,624	\$129,919
Average Principal Salary (High)	\$148,777	\$140,111
Superintendent Salary	\$277,055	\$238,324
Percent of Budget for Teacher Salaries	39.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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)

The Rowland Unified School District’s major areas of focus for professional development are the District’s Essential Priorities for Teaching and Learning: Strengthen Best First Instruction and RTI 2, Implement Districtwide Agreements about First Best Instruction, Build Cultural Proficiency Across the System to Foster and Sustain Literacy Improvement for Whole Systems Change. The major professional development initiatives include focusing on 21st-century skills as the overarching premise while developing the following:

- Defining First Best Instruction through the RUSD Framework for Teaching and Learning
- Focus on Clarity of Instructional Purpose, Successful Learning for All Students, and understanding effective lesson design
- Unpacking standards and deeper understanding of content area frameworks
- Integrating Technology into Instruction
- Reflecting on and Improving Practice through Learning Walks
- Providing New Teacher Support
- Implementing Literacy Interventions
- Expanding Advancement Via Individual Determination program training

Incorporation of four focus areas: CGI-Cognitive Guided Instruction, Reader's Workshop, Writer's Workshop, and Inquiry based learning.

The professional learning described includes processes and structures to promote organizational learning and connectedness. Instructional coaches support TK-12 teachers, site teams, and site leadership with modeling of lessons, supporting through the coaching cycle, planning lessons, reflecting on lessons after delivery, lesson design, and incorporating best practices and research-based effective learning strategies.