

The Heritage 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	The Heritage School
Street	9542 Wilson Ranch Rd.
City, State, Zip	Phelan, CA 92371
Phone Number	(760) 868-2422
Principal	Shawn Premo
E-mail Address	shawn_premo@snowlineschools.com
Web Site	www.snowlineschools.com
CDS Code	36-73957-6112924

District Contact Information	
District Name	Snowline Joint Unified School District
Phone Number	(760) 868-5817
Superintendent	Ryan Holman, Ed.D.
E-mail Address	ryan_holman@snowlineschools.com
Web Site	www.snowlineschools.com

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

Principal's Message

The Heritage School opened in 1995 as a parent School of Choice, meaning we have unique curricula and policies that we believe make our school a good option for parents and students. Heritage was founded upon the basic principle that students will rise to our high expectations! We feel that a demanding curriculum, devoted teachers and staff, involved parents, and a strong discipline policy will provide students with the support they need to be successful. Our Advisory Board, comprised of teachers, parents, students, and the principal, is a decision-making body that guides the direction of the school, and we openly encourage parents to be involved in their child's education, through accountability at home, support of the teachers, and by actively participating in our parent organization, VIPA (Very Important Parent Association).

Mission Statement

Soaring to Academic Excellence

School Profile

Heritage School is located in the eastern region of Phelan and serves students in grades pre-kindergarten through eight following a traditional calendar. Heritage School continues to achieve high student academic assessment scores as demonstrated on the last CAASPP assessments. On the new California accountability measure, our ELA and Math scores were in the green quadrant.

Heritage School has held students and staff to the highest standards which has proven successful since 1995. School administration and teachers believe that students demonstrate success in many ways beyond academics, including respectful behavior, excellent work habits, and involvement in such extracurricular activities as service organizations, clubs, and organized sports. Heritage School's record of success speaks volumes, consistently ranking among the highest performing schools in the High Desert region and San Bernardino County.

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	51
Grade 2	50
Grade 3	50
Grade 4	56
Grade 5	58
Grade 6	59
Grade 7	55
Grade 8	54
Total Enrollment	494

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.6
Asian	4.3
Filipino	0.6
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.2
White	55.1
Socioeconomically Disadvantaged	36.2
English Learners	3.6
Students with Disabilities	5.3
Foster Youth	0.6

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	19	19	20	338.5
Without Full Credential	0	0	0	13
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: September 11, 2018

All textbooks used in the core curriculum are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 11, 2018 the Snowline Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #19-1352 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Snowline Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill School Education: World of Wonders TK (2017) McGraw-Hill School Education: Reading Wonders K-6 (2017) McGraw-Hill School Education: StudySync 6-8 (2017)	Yes	0
Mathematics	Saxon, Saxon Math (2005) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK	Yes	0
Science	Houghton Mifflin, Houghton Mifflin California Science @2007 (2007) Prentice Hall, Focus on Life Science, Focus on Physical Science (2007) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK	Yes	0
History-Social Science	Harcourt School Publishers, Reflections: California Series (2006) Teachers' Curriculum Institute, History Alive! California Middle Schools Program (2006) Houghton Mifflin Harcourt, Splash Into Pre-K (2014) for TK Although the current history/social science materials are not from the most recent state adoption, our district has determined they are similarly aligned to the state standards. The teachers use supplemental units and materials to fill any gaps. Our math teams continue to meet collaboratively around essential standard instruction, learning, and assessment.	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian and campus monitors inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The custodian monitors the facilities throughout the day to ensure students and staff are safe during and after school. Two daytime custodians and three evening custodians are assigned to Heritage School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Special events preparations

Restrooms are checked frequently throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Heritage School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2017-18 school year, Heritage School received \$30,116 in deferred maintenance funds for the repair and/or maintenance of electrical, plumbing, fire alarm system, flooring, and asphalt.

For the 2018-19 school year, the district has budgeted \$777,209 for the deferred maintenance program. This represents .93% of the Snowline Joint Unified School District general fund budget.

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: 9/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Fair	ROOM 10: Outside of building needs to be painted, carpet coming apart ROOM 15 / ASB: Carpet coming apart. Stained ceiling tiles. ROOM 20: Carpet coming apart, original carpet. ROOM 22: Stained original carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	ROOM 14 / SCIENCE LAB: Excessive storage on the top of cabinets ROOM 15 / ASB: Carpet coming apart. Stained ceiling tiles. ROOM K-2: Excessive wall decorations, cluttered.
Electrical: Electrical	Good	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/28/2018	
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)	70.0	72.0	43.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	68.0	66.0	33.0	33.0	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	318	317	99.69	71.61
Male	139	138	99.28	73.19
Female	179	179	100.00	70.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.00	88.89
Filipino	--	--	--	--
Hispanic or Latino	76	76	100.00	63.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	196	100.00	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100.00	59.62
English Learners	29	28	96.55	67.86
Students with Disabilities	14	14	100.00	14.29
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	318	318	100	66.04
Male	139	139	100	72.66
Female	179	179	100	60.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	76	76	100	57.89
Native Hawaiian or Pacific Islander	--	--	--	--
White	196	196	100	67.86
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	104	104	100	51.92
English Learners	29	29	100	65.52
Students with Disabilities	14	14	100	21.43
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.

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)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone message delivery system, email, Facebook, progress reports, school marquee, school newsletters, school website, parent handbook, and AERIES Parent Portal. Contact the principal at (760) 868-2422 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips

Classroom Activities

School Activities

Teacher Projects

Committees

Advisory Board

Very Important Parent Association (VIPA)

School Activities

Back to School Night

Open House

Breakfast with the Principal

Holiday Boutique

Fall Carnival

Holiday Shoppe

Father/Daughter Dance

Mother/Son Event

Mother/Daughter Tea

Father/Son Campout

Family Campout

Veterans Dinner (District event)

Honor Roll Assemblies

Extracurricular Clubs

Breakfast with the Principal

Builder's Club

Small construction and campus beautification projects

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	0.0	0.2	1.6	5.3	5.6	5.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.4	0.5	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Heritage School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2018.

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	23	1	2		23	1	2		20	1	2	
1	26		2		25		2		26		2	
2	29		2		27		2		25		2	
3	27		2		27		2		25		2	
4	29		2		28		2		28		2	
5	29		2		30		2		29		2	
6	31		8	1	33		8	1	59			5

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)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.083	N/A
Speech/Language/Hearing Specialist	.34	N/A
Resource Specialist (non-teaching)	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,765	\$147	\$6,618	\$84,733
District	N/A	N/A	\$6,974	\$74,815
Percent Difference: School Site and District	N/A	N/A	-5.2	12.4
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-7.4	10.2

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)

In addition to general fund state funding, Snowline Joint Unified School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- State Preschool
- Lottery
- Title I, Title II, Title III
- Special Ed IDEA
- Special Ed IDEA LOCAL ASSIST
- Special Ed IDEA PRESCHOOL
- Special Ed IDEA PRESCHOOL LOCAL
- Carl Perkins
- After School Education
- Agricultural Vocational
- Partnership
- Microsoft Voucher Grants
- College Readiness
- Prop 39
- Educator Effectiveness
- CTE
- Ramp Up

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,523	\$47,547
Mid-Range Teacher Salary	\$77,760	\$74,775
Highest Teacher Salary	\$92,962	\$93,651
Average Principal Salary (Elementary)	\$111,950	\$116,377
Average Principal Salary (Middle)	\$114,003	\$122,978
Average Principal Salary (High)	\$121,057	\$135,565
Superintendent Salary	\$175,008	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

Training over the past three years has focused on supporting the implementation of Common Core State Standards and the use of Professional Learning Communities to navigate the implementation of the Common Core State Standards. All training and curriculum development activities revolve around the California Common Core State Standards and Frameworks. Professional development activities continue to support the ongoing implementation of standards-based instruction. School-wide Professional Learning Communities' collaborative efforts focus on students learning by teachers and administrators asking the following four questions:

1. What do we want all students to know and be able to do? (Standards)
2. How will we know if students are learning? (Assessment)
3. How will we respond when students aren't learning? (Intervention)
4. How will we respond when students have learned? (Enrichment)

Decisions concerning the selection of site-based staff development activities are performed by school administration and teacher leaders using a variety of tools such as performance and behavior data, staff surveys, and identified school goals to determine the areas in which teacher training may increase student achievement levels. Topics for the 16-17, 17-18, and 18-19 school years include Common Core State Standards, Smarter Balanced Assessments, Professional Learning Communities, and Positive Behavior Intervention and Supports. The professional learning occurs during job-embedded PLC time, before school, after school, and during the school day as needed.

The school supports ongoing professional growth throughout the year on staff collaboration days and substitute release time. Teachers collaborate in both grade and department teams to support ongoing implementation of behavior and academic-based programs.

Teaching staff are provided the opportunity to participate in district-sponsored professional development workshops or training sessions as a supplement to site-based professional development. The professional learning occurs during job-embedded PLC time, before school, after school, and during the school day as needed. For the 16-17, 17-18, and 18-19 school years teachers participate in the following professional learning events:

- Common Core State Standards
- Smarter Balanced Assessments
- Professional Learning Communities
- Positive Behavior Intervention and Supports
- Beginner/New Teacher Support