

Aileen Colburn 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 | Aileen Colburn Elementary School |
| Street | 2201 Heller Street |
| City, State, Zip | Atwater, CA 95301 |
| Phone Number | (209) 357-6136 |
| Principal | Anelle Kelly |
| Email Address | akelly@aesd.us |
| Website | https://www.aileencolburn.school/ |
| County-District-School (CDS) Code | 24-65631-6025316 |

| Entity | Contact Information |
|----------------|------------------------------------|
| District Name | Atwater Elementary School District |
| Phone Number | (209) 357-6100 |
| Superintendent | Sandra Schiber |
| Email Address | sschiber@aesd.edu |
| Website | www.aesd.edu |

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

Aileen Colburn is a preschool to sixth grade school serving approximately 407 students. The school is a non-busing school and maintains a warm community climate. "Our mission is to inspire greatness through the consistent implementation of a rigorous academic program with collaboration among staff, students, and parents while building an outstanding community of learners." The school has made strides with technology to enhance and enrich instruction. All classrooms have data projectors and document readers. Chrome books are used in each grade level to enhance instruction and all 6th grade students are provided a chromebook that they can take to and from home and school. The chromebooks are collected at the end of each school year. Every student will have the opportunity to keep the chromebook upon graduation from 8th grade.

The student population is ethnically diverse with a great majority of students of hispanic background. Currently 98% of our student population qualify for free and reduced lunch. Spanish is the language spoken by the majority of the families and 43% of the students are classified as English language learners. Character building is an important part of the school program. The staff uses the Character Counts program which targets good citizenship in all aspects of school life. A PBIS program has been implemented to support students with positive behavior. A student leadership group of fifth and sixth graders, "Cougar Leaders", model community service for all students. Each month an awards assembly is held to honor students for character and academic achievements for all grade levels.

Reading prevention and intervention programs are used to promote reading growth and fill gaps in reading for all students kindergarten through sixth grade. Data is used to diagnose reading strengths and weaknesses and to help form the best reading and language arts instruction for each student.

The Aileen Colburn staff works diligently to provide a caring, collaborative atmosphere focused on maximizing each student's academic and social growth.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 72 |
| Grade 1 | 56 |
| Grade 2 | 70 |
| Grade 3 | 55 |
| Grade 4 | 48 |
| Grade 5 | 53 |
| Grade 6 | 63 |
| Total Enrollment | 417 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.4 |
| Hispanic or Latino | 84.4 |
| White | 11.5 |
| Two or More Races | 0.7 |
| Socioeconomically Disadvantaged | 92.1 |
| English Learners | 43.6 |
| Students with Disabilities | 16.3 |
| Foster Youth | 1 |
| Homeless | 3.6 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 20 | 18 | 19 | 207.95 |
| Without Full Credential | 2 | 4 | 2.57 | 24.5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

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: December 2019

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012 | Yes | 0 |
| Mathematics | K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill | Yes | 0 |
| Science | K-6 Pearson/Scott Foresman California Science 2008 | Yes | 0 |
| History-Social Science | K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Under present Atwater Elementary School District practices, the maximum enrollment for Aileen Colburn is 520 students in TK through sixth grade. These students are provided a safe, orderly environment in which to learn. School facilities are adequate and safe. The school provides consistent student supervision, which is provided by classroom teachers, instructional assistants, campus supervisors, the principal, and other school personnel. The playground equipment is inspected monthly by the custodian. The custodian, supported by the maintenance personnel of the District, makes needed repairs and improvements to the school buildings, grounds and equipment. Aileen Colburn School is clean and inviting and the school is in good condition. The Atwater Fire Department provides regular inspections of the facilities for hazards, as do other public and private agencies. Aileen Colburn has regular emergency drills, rewards for positive behavior, and consequences for negative behavior. The school also has a written dress code for students. The Aileen Colburn Safety & Discipline Committee meets regularly to discuss safety concerns. Aileen Colburn is currently using Positive Behavioral Interventions & Supports (PBIS) school wide.

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: 10/23/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Window repair completed. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | Painting completed in cafeteria. |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Painting completed in restroom. |
| 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) | 42 | 42 | 47 | 48 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 37 | 27 | 35 | 35 | 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 | 215 | 212 | 98.60 | 1.40 | 41.51 |
| Male | 112 | 112 | 100.00 | 0.00 | 37.50 |
| Female | 103 | 100 | 97.09 | 2.91 | 46.00 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 176 | 174 | 98.86 | 1.14 | 40.80 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 29 | 28 | 96.55 | 3.45 | 53.57 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 200 | 197 | 98.50 | 1.50 | 40.61 |
| English Learners | 140 | 138 | 98.57 | 1.43 | 36.23 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 25.58 |
| 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 | 215 | 213 | 99.07 | 0.93 | 27.23 |
| Male | 112 | 112 | 100.00 | 0.00 | 28.57 |
| Female | 103 | 101 | 98.06 | 1.94 | 25.74 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 176 | 175 | 99.43 | 0.57 | 26.86 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 29 | 28 | 96.55 | 3.45 | 28.57 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 200 | 198 | 99.00 | 1.00 | 27.27 |
| English Learners | 140 | 139 | 99.29 | 0.71 | 30.22 |
| Students with Disabilities | 43 | 43 | 100.00 | 0.00 | 11.63 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| 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 | 16.7 | 13.0 | 25.9 |

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)

At Aileen Colburn the active and involved parent/teacher organization, PAWS (parents assisting with support), sponsors several events throughout the year. In addition, the School Site Council and English-Learner Advisory Committee are involved with the development of the School Site Plan. The Community Outreach Coordinator works closely with the parent groups and other neighboring community and business organizations to bring services and support to parents and students at the school. The Community Outreach Coordinator works with entities in the community that educate parents on areas of concern. Parent Resource meetings are held once a month. The principal stays in constant communication with parents through a "Parent Cafe" an informal meeting where parents are given the time to collaborate on events that are forthcoming at the school. The community outreach coordinator may be contacted at the school office Monday through Friday at 209-357-6136. The Parent Square system is used to support good communication with parents through text, auto dialer, and email reminders.

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 | 0.9 | 2.6 | 1.5 | 5.3 | 3.8 | 3.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.2 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Aileen Colburn School has a comprehensive School Safety Plan that provides a framework for emergency response and disaster preparedness. The safety plan also outlines the duties of school staff and students during such events. There are evacuation plans in place should the need arise. The Safety Plan has been reviewed with all school personnel on several occasions. A formal meeting reviewing the plan was held on September 11, 2019. The plan was submitted to the board to be reviewed on October 8, 2019 and anticipate approval on November 12, 2019.

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 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 26 | | 3 | | 19 | 1 | 3 | | 22 | 1 | 2 | |
| 1 | 27 | | 2 | | 24 | | 2 | | 26 | | 2 | |
| 2 | 27 | | 2 | | 23 | 1 | 2 | | 23 | | 3 | |
| 3 | 25 | | 2 | | 26 | | 2 | | 27 | | 2 | |
| 4 | 22 | 1 | 1 | 1 | 26 | | 2 | | 23 | | 2 | |
| 5 | 28 | | 2 | | 32 | | 2 | | 26 | | 2 | |
| 6 | 25 | | 2 | | 30 | | 2 | | 22 | 1 | 2 | |
| Other** | 5 | 1 | | | 7 | 1 | | | 7 | 2 | | |

*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) | 1 |
| Psychologist | .5 |
| Social Worker | |
| Speech/Language/Hearing Specialist | .8 |
| Resource Specialist (non-teaching) | |

*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 | \$4,339.00 | \$595.00 | \$3,744.00 | \$67,270.10 |
| District | N/A | N/A | \$3,494.89 | \$78,946.00 |
| Percent Difference - School Site and District | N/A | N/A | 7.1 | -2.6 |
| State | N/A | N/A | \$7,506.64 | \$77,619.00 |
| Percent Difference - School Site and State | N/A | N/A | -20.2 | 0.0 |

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 2018-19)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,653 | \$49,378 |
| Mid-Range Teacher Salary | \$78,195 | \$77,190 |
| Highest Teacher Salary | \$98,975 | \$96,607 |
| Average Principal Salary (Elementary) | \$119,785 | \$122,074 |
| Average Principal Salary (Middle) | \$121,408 | \$126,560 |
| Average Principal Salary (High) | \$0 | \$126,920 |
| Superintendent Salary | \$182,638 | \$189,346 |
| Percent of Budget for Teacher Salaries | 34% | 36% |
| Percent of Budget for Administrative Salaries | 4% | 6% |

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 | 5 | 4 | 4 |

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.