Olinda 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	Olinda Elementary School
Street	3145 E. Birch Street
City, State, Zip	Brea, CA 92821
Phone Number	714-528-7475
Principal	Dr. Preetom Bhattacharya
Email Address	rrendon@bousd.us
Website	http://olinda.bousd.us/
County-District-School (CDS) Code	30664496027478

Entity	Contact Information
District Name	Brea Olinda Unified School District
Phone Number	(714) 990-7800
Superintendent	Dr. Brad Mason
Email Address	bmason@bousd.us
Website	https://www.bousd.us/

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

Olinda Elementary is one of 6 elementary schools in the Brea Olinda Unified School District.

Olinda is a 2007 National Blue Ribbon School and 2006 California Distinguished School. We are dedicated to ensuring the academic success of every student by providing them with a comprehensive educational experience within a safe environment. Our school mission statement is "Home of the Eagles - Where students are challenged to soar toward personal excellence." Olinda Elementary School is located on the corner of Birch Street and Valencia Street, adjacent to the Brea Sports Park in the City of Brea and serves students preschool age students and students in transitional kindergarten and kindergarten through six grade. The present Olinda School was built in 2011, however its heritage dates back to the original school built in 1898; Olinda celebrated its 100th birthday in 1998. Our new school facility opened its doors in January 2012 with many modern and Eco-friendly features.

It is my pleasure to invite you to read our School Accountability Report Card. Our staff models the belief that learning is a life-long journey. We have a strategic framework for whole-school improvement based upon an analysis of student achievement and the selection of research-based instructional strategies. We recognize that to empower our students and prepare them for the demands of the future, we also need to empower ourselves. We maintain a Professional Learning Community and each Wednesday is an early release day that allows our staff to engage in the process of analyzing student learning data in order to implement effective research-proven instructional practices. We have a fully equipped computer lab and many mobile devices so that every student has more opportunities to learn. Technology is used to increase and enhance student and teacher access to information, their ability to use data, their productivity and their creativity.

Our Olinda families and staff share a common vision to create a community of life-long learners who possess strong character traits of respect and responsibility. The staff is committed to treating students with dignity and creating an environment that provides maximum opportunities for learning. Our goal is to provide students with a strong educational foundation so they leave Olinda Elementary with educational experiences that have prepared them academically, and instilled the problem solving and critical thinking skills necessary to become successful and responsible members of society. We provide each student with a challenging and rigorous curriculum that addresses the Common Core State Standards. We believe every child can achieve academic success, and our staff is dedicated to providing every student with quality instructional experiences which recognizes, supports, and maintains high student expectations.

Olinda Elementary School's strong academic reputation coupled with technologies and curriculum for the future offers our students the 21st century skills necessary for their future. The mission of our school is to produce students who learn valued skills, concepts, attitudes, and ideas that will empower them to become positive, productive, and successful contributors to our global, information-based society

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

Grade Level	Number of Students
Kindergarten	119
Grade 1	97
Grade 2	93
Grade 3	97
Grade 4	86
Grade 5	96
Grade 6	96
Total Enrollment	684

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	49
Filipino	4.5
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	0.1
White	16.8
Two or More Races	4.7
Socioeconomically Disadvantaged	20
English Learners	14.5
Students with Disabilities	7.3
Foster Youth	0.1
Homeless	

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	26		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: October 2018

Brea Olinda Unified School District held a Public Hearing and determined that each school within the District has sufficient and good quality textbooks, instructional materials, and/or science lab equipment, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks and/or instructional materials in core subjects for use in the classroom and to take home. Textbooks and instructional materials used within the District are at least 80% aligned with the Common Core State Standards and all text books have been approved by the Board of Education. All textbooks used for core curricular instruction in grades K-8 were selected from the most recent list of standards-aligned materials adopted by the State Board of Education (SBE) and are consistent with the content and cycles of the curriculum frameworks adopted by the SBE. Materials adopted for grades 9-12 were selected from the most recent list of standards based materials adopted by the State Board of Education (SBE) or the local governing board and are also consistent with the content and cycles of the curriculum frameworks adopted by the SBE.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 : Bench Mark Advance Adopted 2017	Yes	0
Mathematics	GO! Math K-2nd Adoption Year: 2013 Grades 3-6 GO! Math Adoption Year: 2015	Yes	0
Science	Grades K-6 Houghton Mifflin Adoption Year: 2007 Grades K-5 Mystery Science Adoption Year 2017-2018	Yes	0
History-Social Science	K-6 Harcourt Brace Adoption Year: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Located in the city of Brea, Olinda Elementary School is a public school, which currently serves over 700 students in Pre School, Transitional Kindergarten, Kindergarten and grades one through six. Before December 2011, the school was located in a pastoral setting approximately five miles from the center of Brea off Carbon Canyon Road. In January 2012, the school was relocated to a new facility on Birch Street adjacent to the Brea Sports Park. Our new facility is surrounded by rolling hills and single-family homes. The school facility includes sufficient classroom space to meet the needs of our growing student enrollment. The playground provides ample play areas for students for both recess and physical education instruction.

 Age of School Buildings:
 The present Olinda facility was built in 2011 and is comprised of 27 classrooms, a media center (library/computer). In September, 2018, our state of the art multipurpose room was competed. It contains food services and a back stage band classroom. The main administration building housed the staff workroom, the health office, the principal's office and our staff lounge.

 Maintenance and Repair:
 Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. As of January 2018, none of the eight emergency conditions cited in Education Code 17592.72 exist at Olinda. Current Facilities Inspection was completed in January 2019.

Cleaning Process and Schedule:
 The principal works with the custodial staff to develop a cleaning schedule that ensures a clean and safe school. In addition, the District maintenance staff makes any repairs necessary to keep the school in exemplary working order.

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: 1/10/2019

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	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	72	75	67	67	50	50
Mathematics (grades 3-8 and 11)	79	79	63	62	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	372	365	98.12	1.88	75.07
Male	197	192	97.46	2.54	72.40
Female	175	173	98.86	1.14	78.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	181	177	97.79	2.21	86.44
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	85	83	97.65	2.35	56.63
Native Hawaiian or Pacific Islander					
White	60	59	98.33	1.67	67.80
Two or More Races	24	24	100.00	0.00	62.50
Socioeconomically Disadvantaged	86	84	97.67	2.33	57.14
English Learners	93	90	96.77	3.23	70.00
Students with Disabilities	37	34	91.89	8.11	44.12
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	372	367	98.66	1.34	79.02
Male	197	193	97.97	2.03	79.27
Female	175	174	99.43	0.57	78.74
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	181	179	98.90	1.10	91.62
Filipino	16	16	100.00	0.00	87.50
Hispanic or Latino	85	83	97.65	2.35	57.83
Native Hawaiian or Pacific Islander					
White	60	59	98.33	1.67	69.49

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	24	24	100.00	0.00	79.17
Socioeconomically Disadvantaged	86	85	98.84	1.16	58.82
English Learners	93	92	98.92	1.08	80.43
Students with Disabilities	37	34	91.89	8.11	32.35
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	18.3	35.5	18.3

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)

Olinda Elementary School is proud of the generous support and involvement of its parents and community. Parents volunteer at Olinda in the classrooms, at assemblies, school picture day, health screenings, and a number of other school activities. Parents serve on the PTO Board, English Learner Advisory Committee as part of School Site Council, School Site Council, and District committees such the District English Learner Advisory Committee (DELAC).

The Olinda PTO offers varied educational enhancements, not only through funding, but also by being actively involved on all levels. The PTO supports our instructional program by providing funding and volunteers for various instructional support programs. PTO donates funding for supplemental classroom materials, curricular enrichment programs such as "Art Masters," school-wide assemblies, school wide technology enhancements, field trips and facility enhancements . Our PTO also provided dedicated volunteers for a myriad of classroom activities. In addition, the PTO provides social opportunities for students and their parents such as a Family Movie Night each fall, monthly Cook's Nights Out, biannual Book Fairs, and a Family Fun Bingo Night each spring.

The Olinda School Site Council, composed of school staff and parents. SSC reviews the instructional program and approves the School Plan for Student Achievement. The School Site Council meets a minimum of three times a year and monitors the implementation of our school goals and the School Plan for Student Achievement (SPSA). One parent member of SSC is designated as the representative to the school's English Learner Advisory Committee. Parental involvement is an essential part in helping educate our children at Olinda.

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	0.2	0.5	0.3	2.3	1.5	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each school in the Brea Olinda Unified School District develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan tailored to their site. Each school site is required annually to review, and update their Safe School Plan. Each school provides a copy of the Safe School Plan to the School District for approval by the District's Board of Education.

The Olinda Elementary School staff is committed to providing a safe and orderly learning environment. Fire evacuation drills are held monthly, earthquake drills and lock down drill are conducted at least once each year. All schools in the District are linked through an emergency radio contact system, and district radio drills are held periodically to ensure preparedness in the event of an actual disaster.

Providing a safe environment for our students is of paramount concern at Olinda Elementary School. Olinda has a Site Safety Plan that is approved and monitored by the School Site Council. The plan is reviewed with the staff each Fall and periodically during the year as we implement the plan. Our School Safety plan was updated and reviewed in October 2018.

School wide, classroom and bus rules are reinforced throughout the school by teachers, the principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Bus, bike, and walking safety procedures are addressed in age-appropriate class discussions and assemblies. Parents are informed immediately through a strong home-school communication system if their child is involved in any inappropriate or dangerous behavior.

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	14	8			15	8			15	8		
1	25		3		25		3		28		3	
2	24		4		26		3		27		4	
3	29		3		20	1	4		28		3	
4	28		3		31		3		31		2	1
5	27		3		31		3		32		2	1
6	29		3		26		3		25	1	2	1
Other**	7	1			5	1			6	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	.5
Social Worker	
Speech/Language/Hearing Specialist	.5

Title	Number of FTE* Assigned to School
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	$4644	$321	$4323	$70,577
District	N/A	N/A	$6,300	$80,973.00
Percent Difference - School Site and District	N/A	N/A	-37.2	-9.1
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-41.3	-5.4

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)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,963	$49,084
Mid-Range Teacher Salary	$81,823	$76,091
Highest Teacher Salary	$105,111	$95,728
Average Principal Salary (Elementary)	$123,849	$118,990
Average Principal Salary (Middle)	$128,709	$125,674
Average Principal Salary (High)	$149,195	$137,589
Superintendent Salary	$234,134	$230,096
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	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			

All curriculum development by Olinda Elementary School and the Brea Olinda Unified School District is aligned to the Common Core State Standards, the District's Professional Development Plan, and the school's School Plan for Student Achievement. At the District level, a team of administrators specializing in curriculum and instruction identifies where students are not meeting grade level standards and develops a plan to increase student achievement in identified areas. After District goals and expectations are set, the District team reaches out to schools through needs assessment surveys regarding individual school needs and priorities. Using results from the surveys, combined with data analysis from various assessments, the District team collaborates with school site leaders to develop a Professional Development Plan that is implemented at all schools.

In addition to the District's Professional Development Plan, Olinda Elementary School develops its own plan for professional development activities focused on increasing student achievement and improving classroom instruction based on school and district instructional goals.

During the 2014-19 school years, District specialists and school leadership teams reviewed and updated achievement plans using student assessment data (State testing and District assessment results) and survey responses. Findings were used to design professional development workshops for district-wide Professional Development days and supplemental school-level activities. One mandatory District staff development day and one school site staff development day were held in addition to District and school-sponsored professional development activities and workshops.

Olinda Elementary School's staff participated in the following professional development activities during 2014-19 school years:
- Common Core Standards
- 21st Century Technology Skills
- Technology in Science Curriculum
- Technology in Social Studies Curriculum
- Benchmark Advance English Language Arts Curriculum Implementation
- Step Up to Writing
- Math Standards/Benchmark Assessments
- Mind Institute - Jiji Math Computer Program
- Strategies for working with EL students
- Professional Learning Communities
- Imagine Learning Intervention Program
- District Wide Grade Level PLC Days
- Student Success Teams
- IXL Learning Systems
- Analysis of Current Practice
- Analysis of Student Performance Data and Grade Level Goals
- CPR/AED training