

Myron D. Witter 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	Myron D. Witter Elementary School
Street	150 K St.
City, State, Zip	Brawley, CA 92227
Phone Number	760-344-0750
Principal	Debra Hale
Email Address	dhale@besd.org
Website	www.besd.org
County-District-School (CDS) Code	13630736008296

Entity	Contact Information
District Name	Brawley Elementary School District
Phone Number	760-344-2330
Superintendent	Dr. Richard Rundhaug
Email Address	rrundhaug@besd.org
Website	www.besd.org

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

Witter's Vision

At Myron D. Witter Elementary, meaningful learning opportunities open the door for all children to become life-long learners through a rigorous, standards-aligned curriculum, enhanced by technology. Our children are empowered to become independent thinkers, problem solvers, and responsible citizens.

Witter's Mission

ALL students at Myron D. Witter will meet or exceed state/federal standards. In order to fulfill our mission, we are dedicated to creating a school in which:

1. A collaborative culture ensures staff members work together interdependently to better meet the needs of their students and to analyze and improve their professional practice;
2. Structures are in place to ensure students having difficulties have additional time and support for learning;
3. Student data is evaluated and analyzed to identify areas of student need on a continuing basis;
4. The School Plan for Student Achievement is reviewed and revised based on data and student need;
5. Professional development is provided for staff to utilize data, research based strategies, and intervention models to guide instruction and enhance the learning environment for all students;
6. Opportunities are provided for parents to be an integral part of their child's success;
7. Rigorous, research-based differentiated programs are implemented to meet all students' needs; and
8. There is a safe and orderly environment.

Witter's Goals

Our goals are to increase the literacy of all students, to nurture students both academically and socially, to continue to build a positive school climate, to increase parent and community participation, support, and involvement in the school.

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	113
Grade 2	117
Grade 3	137
Grade 4	99
Grade 5	135
Grade 6	102
Total Enrollment	844

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.1
Hispanic or Latino	94.1
White	4.4
Two or More Races	0.4
Socioeconomically Disadvantaged	82.7
English Learners	30.3
Students with Disabilities	12.4
Foster Youth	0.9
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	34	33.2	37.2	173
Without Full Credential	4	2	1	16
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	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: September 2019

The school district held a public hearing on September 24, 2019 and on December 10, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, 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 or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the school Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Houghton Mifflin-Harcourt- "Pre K Big Day" 2017 K-5 McGraw Hill- Wonders 2016 6-8 Houghton Mifflin-Harcourt "California Collections" 2016	Yes	0%
Mathematics	TK McGraw Hill School "My Math" 2017 K-5 Houghton Mifflin Harcourt "California Go Math" 2015 6-8 McGraw Hill School "California Math, Courses 6-8" 2015	Yes	0%
Science	Pearson, 2008	No	0%
History-Social Science	Houghton Mifflin, 2007	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintenance & Repair

The district administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment for all members of the school community. A work order process is used to ensure efficient service and highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in good working order. Safety walks by school-site personnel are conducted on a monthly basis to address safety-related concerns, again through the work order process.

Cleaning Process & Schedule

A team of four full-time custodians as well as crew of gardeners ensure classrooms, restrooms, and campus grounds are kept clean and safe everyday.

Projects - School Year 2019-20

Two sets of aluminum bleachers were installed at basketball courts in November 2019.

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: 09/16/2019

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	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Front Office w/RR: It is recommended that the site administrator and the director of maintenance tour the school campus and develop a plan to repair and/or replace all cement walkways and playground areas.
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)	37	43	38	43	50	50
Mathematics (grades 3-8 and 11)	33	39	29	32	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	463	461	99.57	0.43	43.17
Male	240	240	100.00	0.00	35.83
Female	223	221	99.10	0.90	51.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	438	99.77	0.23	42.47
Native Hawaiian or Pacific Islander					
White	14	13	92.86	7.14	53.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	380	379	99.74	0.26	37.73
English Learners	179	179	100.00	0.00	35.75
Students with Disabilities	82	81	98.78	1.22	8.64
Students Receiving Migrant Education Services	30	30	100.00	0.00	33.33
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	463	460	99.35	0.65	39.35
Male	240	239	99.58	0.42	35.15
Female	223	221	99.10	0.90	43.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	437	99.54	0.46	39.13
Native Hawaiian or Pacific Islander					
White	14	13	92.86	7.14	46.15
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	380	378	99.47	0.53	33.86
English Learners	179	179	100.00	0.00	35.75
Students with Disabilities	82	81	98.78	1.22	13.58
Students Receiving Migrant Education Services	30	30	100.00	0.00	46.67

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	17.9	20.9	20.1

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)

The staff at Myron D. Witter Elementary, realizes the positive correlation between parent involvement and student success. For this reason, our staff members continually search for new avenues in which to involve parents and community members to participate in the education of our students. Our staffs' commitment to parent involvement is evident through their contributions to the Myron D. Witter School's Parent Involvement Policy. The policy is a result of hard work and careful planning by students, parents, teachers, and administrators.

The policy reads as follows: "Our goal is to: provide a positive learning environment that allows parents the opportunities to be involved in the planning, review, and improvement of school programs, maintain meaningful communication between parents and school on a regular basis, and provide families with practical techniques and strategies that will enable them to work with their children at home to support academic efforts and social development."

The school is confident that much of its success is the product of parents who take an active role in their children's education.

Several organizations have been created to give parents and community members an opportunity to express their ideas, concerns, and feelings. Parent/community-related groups include:

- The Parent Teacher Organization (PTO)
- School Site Council (SSC)
- Parent Volunteer Program
- English Language Advisory Council (ELAC)

The purpose of our School Site Council/School Advisory Committee (SSC) and the English Language Advisory Council (ELAC) is multifaceted. These committees promote academic excellence while creating a spirit of cooperation between parents, staff, and students. Input gathered from staff, parents, and students reflect changing improvement needs and priorities; while providing a forum for questions relating to the school and its improvement.

Our Parent Teacher Organization (PTO) is charged with the responsibility of supporting the welfare of all students. It also enriches the school's base program by supporting the goals outlined in the School Plan for Student Success.. Lastly, through annual fundraisers, it provides additional financial support for various school functions and needs. Local businesses lend their support by providing incentives to support student achievement, attendance, and effort. Throughout the school year, students are rewarded for making positive choices as well as exhibiting positive citizenship. It is greatly appreciated that so many businesses continue to support education in our community.

The staff of Myron D. Witter School continues to support parent/community involvement and parent/community participation in our students' education. Staff collaborates to provide for the needs of parents/community members to ensure their involvement and that their children's progress is on-going. For additional information about organized opportunities for parent involvement at Myron D. Witter, please contact Debra Hale-Principal and/or Bessie Jones- Vice Principal at (760) 344-0750.

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	3.9	2.4	1.6	5.8	4.7	6.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Myron D.Witter Elementary provides a safe, clean environment for students, staff, and volunteers. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Many people visit the campus to volunteer in the classroom and participate in school events. Volunteers must apply for and receive fingerprint and background clearance through our District Office. Volunteers and visitors are welcome, however the school is a closed campus and all volunteers and visitors must check in at the front office and receive a visitor's sticker or volunteer badge. Volunteers/Visitors are required to return to the school office upon departure..

To ensure a safe and orderly campus environment, school grounds are monitored before, during, and after school by assigned staff including administration, teachers,classified staff, duty supervisors and two part time security guards. Brawley Elementary School District has established a detailed disaster plan for each of its schools in the event of a disaster. The plan clearly explains specific duties and responsibilities for all levels of staff and site personnel, including certificated, classified, and support staff. The plan is designed to ensure student and staff safety during a disaster. The Comprehensive Safety Plan was developed by the district in consultation with local law enforcement and fire officials and is in compliance with Senate Bill 187 of 1997.

The Safety Plan was designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Components of the Comprehensive Safety Plan include current status of school crime, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, the sexual harassment policy, the dress code, and procedures related to the compliance of existing laws as they affect school safety.

Fire drills are conducted monthly throughout the school year. Earthquake, intruder, bomb-threat, and disaster drills are conducted throughout the year. Safety procedures, including elements of the Comprehensive Safety Plan, are reviewed with school and District staff in the Fall, and approved by School Site Council by February each school year. An updated copy of the plan is available to the public at the District office. The plan was last updated, reviewed with staff and parents, and approved by the Governing Board on February 26, 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 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		6		22	1	5		24		6	
1	25		5		23		5		23		5	
2	25		4		24		5		23		5	
3	24		5		21		5		24		5	
4	32		3		30		4		31		3	
5	31		3		31		3		31		4	
6	31		4		31		3		31		3	
Other**	15	2			15	3			16.3	3		

*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*	1688.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	1.0

*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.

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	11462	2545	8917	91039
District	N/A	N/A	11620	\$94,900.00
Percent Difference - School Site and District	N/A	N/A	-26.3	-4.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	17.2	15.9

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)

Brawley Elementary School District spent an average of \$13,296 to educate each student. The figures shown in the table at right reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,345	\$49,378
Mid-Range Teacher Salary	\$91,028	\$77,190
Highest Teacher Salary	\$127,167	\$96,607
Average Principal Salary (Elementary)	\$145,161	\$122,074
Average Principal Salary (Middle)	\$139,496	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$189,000	\$189,346
Percent of Budget for Teacher Salaries	41%	36%
Percent of Budget for Administrative Salaries	6%	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			

During the 17-18 school year, the BESD plan for action was titled "Championing Student Learning". This plan included intensive work with WestEd to provide English Learners with language instruction coupled with CCSS. In addition, we have partnered with COEs to provide ELA Unit Development planning for our grade levels, as well as providing math support for the BESD Math Committee. We will continue to provide time for collaboration to support our endeavor to become a professional learning community. Our PD Plan for 18-19 included a strand for new teachers, as well as ongoing professional development in supporting our Rtl supplemental programs. We had a large group of educators participate in a BeGLAD Pilot in 18-19; educators received 6 intensive days of professional development. In addition, we are now in our third year of PBIS training, with the goal of supporting students not only academically, but also behaviorally. Our focus for 19-20 is to create a sustainable model that includes ongoing training in the following areas: BeGLAD certification, PBIS, grade level math collaboration focused on content and mathematical practices, and new teacher instructional support. This year, we have also begun our journey with Professional Learning Communities. Finally, this is our first year to introduce Co-Teaching in two of our schools, with a goal of including all schools in the future. We continue to utilize the expertise of our Academic Coaches to provide differentiated teacher support at the site level. While our goal is to keep teachers in the classroom, we offer training scheduled during the school day, as well as after school. Our site Educational Technology Mentors continue to offer hands-on support to their site teachers, including training opportunities scheduled at the end of the school day.