

Brea Country Hills 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	Brea Country Hills Elementary School
Street	150 N. Associated Road
City, State, Zip	Brea, CA 92821-4669
Phone Number	(714) 990-3221
Principal	Mrs. Lana Merha
Email Address	lmerha@bousd.us
Website	www.countryhills.bousd.us
County-District-School (CDS) Code	30664496101901

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	www.bousd.us

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

Welcome to the School Accountability Report Card for Country Hills Elementary School. This document is provided in accordance with Proposition 98, which requires every school in California to issue an Annual School Accountability Report Card. The data contained within these pages will prove useful in informing parents, staff, students and community members about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement. This document is an opportunity to keep our community and the public well informed about our outstanding program. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

Our Vision: Country Hills Elementary School is a community of lifelong learners who see education as the foundation for developing productive, responsible, resilient citizens focused on bright futures in the 21st century.

Our Mission: Country Hills Elementary School provides a nurturing environment that supports students while growing strong in character and striving to reach their full potential. Country Hills Cougars **ROAR** - show **RESPECT** for themselves, others and their school, **OWN** their actions and attitude, **ACHIEVE** academic and personal goals, and are **RESPONSIBLE** for making positive, safe choices.

School Profile - Country Hills Elementary School is located inside a City of Brea park and uses the park facilities for school recreational activities and programs. The school opened in 1981 and houses Preschool, TK and Kindergarten through sixth grade. Our site hosts the Futures, Jr. Program for elementary school students. The Department of Child Development Services offers an extended day care program in a structured environment before and after school as well as during extended school holiday periods. Country Hills Elementary School is dedicated to ensuring the academic success of every student and providing a California Standards-based comprehensive educational experience with 21st Century Learning opportunities in a safe, positive learning environment. Go Cougars!

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	73
Grade 2	69
Grade 3	81
Grade 4	70
Grade 5	89
Grade 6	77
Total Enrollment	555

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	27.7
Filipino	4
Hispanic or Latino	31.7
Native Hawaiian or Pacific Islander	0.4
White	28.5
Two or More Races	6.5
Socioeconomically Disadvantaged	25.4
English Learners	11.9
Students with Disabilities	10.6
Foster Youth	0.4
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	22	22	24	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	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: 1/2020

Brea Olinda Unified School District held a Public Hearing in October 2018, and determined that each school within the District has 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. All textbooks and instructional materials used within the District are aligned with the California Standards and Frameworks and have been approved by the Board of Education. All textbooks from core curricular areas for grades K-8 were selected from the most recent list of standards-based 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 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 Benchmark Advanced Adoption Year: 2017	Yes	0
Mathematics	Grades K-6 GO Math HMH Adoption Year: 2015	Yes	0
Science	Grades K-6 Houghton Mifflin Science Adoption Year: 2007	Yes	0
History-Social Science	Grades K-6 Harcourt Brace Adoption Year: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Students feel comfortable and safe on school grounds before, during and after school. During school hours, students are supervised by school faculty and staff. The school facility includes sufficient classroom space to meet the needs of an enrollment of approximately 627 students. The playground sufficiently provides play areas for students with the assistance of staggered scheduling to facilitate efficient use of the playground. To ensure optimal learning opportunities, faculty and staff coordinate classroom facility usage to include flexible grouping and intervention instruction. The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Brea Olinda Unified School District Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings

This school has 27 classrooms, a multipurpose room, a library/media lab and a school office with staff lounge, adult restrooms, teacher workroom and health office. The main campus was built in 1981. Portable classrooms and library/media lab were added soon thereafter.

Maintenance and Repair

Safety concerns are the number one priority of Facilities and Maintenance. 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 2019, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school. Current Facilities Inspection was completed in January 2020 by the Principal. A Facility Condition Assessment was conducted on April 27, 2018 by EMG with specific repairs and detailed assessment of the site's condition.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District office and fulfilled by our full-time day and night custodians. The Principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: 1/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Installation of a complete fire suppression system recommended. by EMG.
Structural: Structural Damage, Roofs	Good	Roof Replacement recommended by EMG.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Asphalt pavement mill & overlay and replace concrete pavement recommended by EMG.
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 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)	69	65	67	67	50	50
Mathematics (grades 3-8 and 11)	67	67	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	327	319	97.55	2.45	64.89
Male	168	164	97.62	2.38	58.54
Female	159	155	97.48	2.52	71.61
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	81	78	96.30	3.70	79.49
Filipino	12	12	100.00	0.00	33.33
Hispanic or Latino	112	110	98.21	1.79	60.00
Native Hawaiian or Pacific Islander					
White	90	88	97.78	2.22	62.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	26	25	96.15	3.85	80.00
Socioeconomically Disadvantaged	95	93	97.89	2.11	56.99
English Learners	87	86	98.85	1.15	73.26
Students with Disabilities	59	57	96.61	3.39	24.56
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	327	320	97.86	2.14	66.88
Male	168	164	97.62	2.38	65.85
Female	159	156	98.11	1.89	67.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	81	79	97.53	2.47	81.01
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	112	110	98.21	1.79	58.18
Native Hawaiian or Pacific Islander					
White	90	88	97.78	2.22	64.77
Two or More Races	26	25	96.15	3.85	84.00
Socioeconomically Disadvantaged	95	94	98.95	1.05	51.06
English Learners	87	87	100.00	0.00	77.01
Students with Disabilities	59	57	96.61	3.39	31.58
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	19.4	24.7	8.6

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)

Parents and the community are very supportive of the educational program at Country Hills Elementary. We have a very active PTA, and many parents choose to serve on PTA committees and volunteer in our classrooms. Family, school, district, and community resources available to assist all students include:

- SSC / School Site Council
- ELAC / English Learners Advisory Council
- PTA / Parent Teacher Association Events & Activities
- Student Council
- Monthly Flag Assemblies
- Book Fairs
- Special Events & Assemblies
- Performing Arts Assemblies & Classes
- Student Success Team
- PBIS / Positive Behavior Interventions and Supports
- PAL / Peer Assistance Leadership
- School Psychologist and Speech & Language Pathologist
- Character Education Program / Project Wisdom
- Resources for GATE
- Service Learning Projects
- School Garden
- Art Masters art program
- After school programs such as Chess Masters, Spotlight Kids Theater, Lady IT, Imagiscience
- After school Clubs such as Cougar Chorus, Robotics Club, Computer Science Club
- English Learner Materials/Resources available to parents
- Brea Community Center Programs
- BEST Track Meet
- University Outreach Participation / Student Teachers and Observers
- Family Fun Nights
- Dine out Events
- Red Ribbon Week
- Classroom Field Trips
- Spelling Bee
- Room Parents
- CSUF Student Teacher Partnerships
- STEM Night
- Spring Carnival

Anyone interested in becoming involved in our school activities may contact our school office at (714) 990-3221 and you will be directed to the appropriate person for more information.

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	1.2	0.5	0.0	2.3	1.5	1.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. The school annually evaluates and updates the plan. Safety procedures are reviewed with school and District staff in the fall, at the start of each school year. Development of the safety plan was a joint effort of District & school staff, School Site Council and PTA. Brea Police Department and Brea Fire Department were consulted in the development and review of our plan. Parents receive and have web access to our Parent/Student Handbook with information about our campus.

Our action plan has four primary goals. They are: 1) All students and staff members are provided a safe learning and teaching environment. 2) All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities. 3) District programs and approved community resources are made available to students and parents. 4) Our school will provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The plan provides students and staff a means of ensuring a safe and orderly learning environment.

Parents and visitors are welcome and required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure to sign out. During lunch, recess and before and after school, assigned staff members supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment.

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	15	6			15	6			12	8		
1	30		2		28		2		28		2	
2	26		3		28		3		29		3	
3	27		3		21	1	2		26		3	
4	33		1	1	31		2	1	30		2	
5	28		3		31		2		32		1	2
6	28		3		27		4		25		3	
Other**	11	1			4	1			8	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	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5

*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	\$5322	\$560	\$4762	\$78,622
District	N/A	N/A	\$6,300	\$80,973.00
Percent Difference - School Site and District	N/A	N/A	-27.8	1.7
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-32.0	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)

Two District-funded LCFF aides work with English Learners and for Response to Intervention as needed.

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%

Category	District Amount	State Average For Districts In Same Category
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			

- Benchmark Advanced training
- Step Up to Writing training
- Go Math training
- Google Applications for Education training
- Socratic Seminar training & modeling
- Social Thinking training
- Self-Regulation training
- PBIS / Positive Behavior Interventions & Supports
- PAL / Peer Assistance Leadership
- CUE Conference attendance
- Illuminate Ed In-service and Implementation
- Imagine Learning ELA program to support English Learners and other struggling students
- NGSS workshops
- iReady Software trainings
- Edlio Website training
- GATE Certification for teachers in grades 4-6
- Mindfulness with Roni Habib
- Trauma-Informed Schools
- Restorative Practices
- School-wide and Grade-Level Professional Learning Communities
- District-Wide Grade Level Professional Learning Communities
- Grade level attendance at Curriculum Workshops offered by BOUSD
- Leadership Team Meetings to facilitate student learning and social-emotional growth
- Horizontal and Vertical Grade Level Articulation
- Implementation of California State Standards
- Analysis of Student Performance Data and Grade Level Goals
- Analysis of Current Practice
- iReady Trainings
- ELPAC Training
- CAASPP Training