

Samuel E. Talbert Middle 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	Samuel E. Talbert Middle School
Street	9101 Brabham Drive
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 378-4220
Principal	Jennifer Morgan
Email Address	Morganj@fvsd.us
Website	www.talbert.fvsd.us
County-District-School (CDS) Code	30-66498-6071096

Entity	Contact Information
District Name	Fountain Valley School District
Phone Number	(714) 843-3200
Superintendent	Dr. Mark Johnson
Email Address	johnsonm@fvsd.us
Website	www.fvsd.us

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

Samuel E. Talbert Middle School is a California Distinguished School (2019) and a California Gold Ribbon School (2015) serving approximately 775 students in the city of Huntington Beach. Talbert is one of 10 schools in the Fountain Valley School District providing a world-class education for all students. We offer a challenging education to all students at their various levels, ranging from accelerated honors classes to classes with extra support to meet the needs of all students. Talbert is dedicated to providing students a nurturing environment balanced with fun and learning. Staff and parents work collaboratively to support our children as an educational team for the betterment of all students.

Talbert Middle School believes in students: collaboration, engagement, innovation, problem-solving, and rigor for ALL. This vision drives our goals and priorities at our school. While the theme for the 2019-2020 school year is "Full STEAM Ahead!," it is a philosophical commitment on behalf of our staff to continue to serve all students to the best of our ability. While we have had a STEAM cohort program for the last six years, we are rolling out the important components of that program this year to affect all 6th grade students. In addition, professional development in Depth and Complexity is providing staff tools to develop independent, high level thinkers and learners.

At Talbert, students come first! What sets our school apart from others is the ability to challenge and nurture our students during their middle school experience in an environment that meets the needs of our kids. We have several opportunities to connect kids to school such as homeroom sports, after school clubs and sports, and lunchtime activities. Talbert offers many leadership opportunities as well through participation in our ASB, PAL, Yearbook, and STEAM programs. For students who need additional support, math and reading interventions are offered throughout the school day, as well as, Homework Club after school. Furthermore, we are proud to recognize and reward students for their academic and behavioral achievements through a variety of programs including "Got REAL?" and Students of Excellence.

In effort to support ALL students, Talbert is focused supporting all individuals to do their best. Honors ELA and history classes are offered for students who benefit from the challenge. It is our goal for all students to read and write at grade level before leaving 8th grade. Intervention electives in reading and math as well as Specialized Academic Instruction courses are available for students needing support. All staff have been trained in Depth and Complexity instructional strategies. These strategies support every level of child to be independent learners. Furthermore, a focus on STEAM learning is preparing students for skills of the future including collaboration, problem solving, and how to persevere. The focus in these two areas alongside department instructional initiatives, provides students an excellent middle school education.

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

Grade Level	Number of Students
Grade 6	249
Grade 7	251
Grade 8	244
Total Enrollment	744

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	0.5
Asian	16
Filipino	0.7
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.4
White	58.5
Two or More Races	5.6
Socioeconomically Disadvantaged	20.6
English Learners	3.5
Students with Disabilities	12.2
Homeless	0.5

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	29	26	29.3	261.9
Without Full Credential	0	0	0	0
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: October, 2019

Fountain Valley School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. The District held a Public Hearing on October 10, 2019, and determined that each school within the District has sufficient and good quality textbooks and instructional materials, 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 State Standards and Frameworks and have been approved by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2002	No	0.0%
Mathematics	McGraw Hill Adoption Year 2015	Yes	0.0%
Science	Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt Adoption Year 2006	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Talbert Middle School was originally constructed in 1972 and completely modernized between 2003 and 2005. The school is currently comprised of 31 classrooms, a library, an event center, a wood shop, and a spacious playground. The facility strongly supports teaching and learning through its ample classroom and recreational space.

Cleaning Process:

Talbert Middle School provides a safe and clean environment for students, staff, and volunteers. The District's Board of Education has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A routine maintenance program is administered by Talbert Middle School's custodial staff on a regular basis, with more complex maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Fountain Valley School District's Maintenance & Operations Department to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Fountain Valley School District did not participate in the State School Deferred Maintenance Budget Program. Fountain Valley School District sets aside funds each year to specifically address deferred maintenance needs. The passing of Measure O provided additional, much-needed funds for these types of projects.

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: November, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A/C Installation and ventilation upgrades needed - Measure O project scheduled Summer 2020
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	Planned deferred maintenance item - Roofs Measure O project scheduled Summer 2020
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Future deferred maintenance item - Measure O project scheduled Summer 2020
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)	73	80	75	77	50	50
Mathematics (grades 3-8 and 11)	64	74	73	77	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	730	717	98.22	1.78	80.47
Male	374	366	97.86	2.14	75.68
Female	356	351	98.60	1.40	85.47
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	119	118	99.16	0.84	89.83
Filipino	--	--	--	--	--
Hispanic or Latino	121	119	98.35	1.65	73.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	427	418	97.89	2.11	80.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	42	41	97.62	2.38	87.80
Socioeconomically Disadvantaged	159	155	97.48	2.52	68.39
English Learners	66	66	100.00	0.00	66.67
Students with Disabilities	95	88	92.63	7.37	34.09
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	730	716	98.08	1.92	74.02
Male	374	365	97.59	2.41	73.15
Female	356	351	98.60	1.40	74.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	119	118	99.16	0.84	88.14
Filipino	--	--	--	--	--
Hispanic or Latino	121	118	97.52	2.48	64.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	427	418	97.89	2.11	74.64
Two or More Races	42	41	97.62	2.38	75.61
Socioeconomically Disadvantaged	159	155	97.48	2.52	55.48
English Learners	66	66	100.00	0.00	62.12
Students with Disabilities	95	88	92.63	7.37	26.14
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
7	15.4	26	33.3

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)

Parents and the community are very supportive of the educational programs at Talbert Middle School. Parents are encouraged to become involved in their child's education by volunteering at school events as well as join school committees and councils.

In addition to numerous community and business partnerships, the school benefits from an extremely active Parent-Teacher Organization (PTO). The PTO sponsors numerous fundraisers, awards programs, activities, and field trips throughout the school year. Additional opportunities for parental and community involvement include, but are not limited to, the following:

- Joining and being an active member of the PTO
- Joining and supporting the Fountain Valley Schools Foundation
- Serving on School Site Council or English Learner Advisory Committee
- Serving on Superintendent's Parent Council
- Attending Parent Conferences
- Attending Parent Education Nights
- Attending Lunch on the Lawn and/or Got Real Assemblies
- Attending STEAM and grade level field trips
- Music/Drama Performances
- Serving as Office Volunteers

Contact Information

Parents who wish to participate in Talbert Middle School's leadership teams, activities, or become a volunteer may contact the office at (714) 378-4220 or visit the school website at www.talbert.fvds.us. The District's website (www.fvds.us) also provides a variety of resources and helpful information for parents, students, and community members.

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	4.3	2.7	3.3	1.3	1.0	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern at Talbert Middle School. Students are supervised by teachers, administrators, and classified staff in effort to keep the campus safe. All visitors to the campus must check in at the main office through the Raptor guest management system. Guests must wear a visitor's pass at all times during their stay on school grounds.

Talbert has a disaster preparedness plan that includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, shelter in place, and lockdown drills are conducted on a rotating basis throughout the school year. Talbert staff participated in professional development related to safety during the 2019-20 school year where they were trained in Stop the Bleed procedures, updated the school's the safety bin, and practiced using the Titan emergency alert system. In the case of an emergency, parents are asked to check out students in the 6th and 7th Grade Bowl.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safety Committee reviews and updates the Safe School Action Plan each year by March 1st. Any and all revisions to the plan are communicated to classified and certificated staff. The plan is revisited with staff throughout the year. The goals and objectives in the Safe School Action Plan focus on school climate, a safe and orderly physical environment of the school, and the health and wellness of students.

Average Class Size and Class Size Distribution (Secondary)

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	8	11	2	25	6	12	3	23	12	8	4
Mathematics	22	4		3	26	6	7	7	26	4	11	5
Science	30	2	7	7	28	3	8	6	8	1		
Social Science	30	2	10	5	30	2	6	8	29	1	11	5

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	744.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.8
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	\$8,450.00	\$2,280.00	\$6,169.00	\$82,550.00
District	N/A	N/A	\$6,614.00	\$85,451.00
Percent Difference - School Site and District	N/A	N/A	-7.0	-3.5

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-19.6	-0.1

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)

In addition to the Local Control Funding Formula allocation, all schools within Fountain Valley School District received State and federal categorical funding for the following support programs:

- Title I, Part A
- Title II, Staff Development
- Title III

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (Elementary)	\$137,997	\$129,221
Average Principal Salary (Middle)	\$136,875	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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	8	8	6

Talbert Middle School believes in students: collaboration, engagement, innovation, problem-solving, and rigor for ALL. This vision drives our goals and priorities at our school. While the theme for the 2019-2020 school year is "Full STEAM Ahead!," it is a philosophical commitment on behalf of our staff to continue to serve ALL students to the best of our ability.

STEAM

While we have had a STEAM cohort program for the last six years, we are rolling out the important components of that program this year to affect all 6th grade students. The 6th grade team has built a unit on water, which is a theme based unit across the curriculum. All departments are participating, including physical education. Six graders who participate in the elective wheel will take an engineering elective in which they will build their own water filtration system in groups. The classes will then visit the Orange County Water District to get a real life experience. Through ELA, students will be reading *A Long Walk to Water*, by Linda Sue Park, a novel based on the impact of a lack of water resources in Sudan. They will be building a water receptacle through science classes for them to carry water across barriers in PE to symbolize the treacherous process that young girls in Sudan go through to fetch water for their families. There will also be a giving back to the world activity where students will campaign to raise money for students in Sudan who don't get to go to school because they spend their days securing water for their families to survive. Donations will go to building wells in Sudan. Two release days for the 6th grade team as well as collaboration with Orange County Department of Education's, STEM learning consultant has provided professional development time for teachers to plan the new unit. The 7th grade team will have two planning days this year as well in preparation for the new 7th grade cross-curricular STEAM unit to be rolled out in 2020-2021.

Depth and Complexity

In addition, professional development in Depth and Complexity is providing staff tools to develop independent, high level thinkers and learners. Talbert staff has been working with Lisa Wright, a Depth and Complexity trainer, who has several years of training under Sandra Kaplan, the pioneer of Depth and Complexity. The entire staff has received in-depth training through staff development days and afternoons in strategies to help all students think independently at a deeper level. Strategies focus on utilizing the icons as well as questioning strategies, essential questions, and universal themes.

Reading and Writing

Reading is the number one predictor of a child's educational success. A committee of five ELA teachers and one history teacher are working together to build a protocol of strategies to support reading and writing in all curricular areas. Some of the strategies will be rolled out next year. This will be a continued multi-year effort. Currently, the impact of this team has affected the use of Newsela, a non-fiction text program which provides leveled texts to support students, as well as a focus on how to annotate texts.

District-wide Staff Development

Each subject area team participates in district-wide curricular initiatives. Science and history departments are piloting new materials to be adopted for 2020-2021. ELA is focused developing a third common novel unit at every grade level as well and piloting a benchmark. Math is focused on the Irvine Math Project and McGraw Hill textbook materials refinement, common assessments, and piloting a benchmark system. The PE and music departments from across the school district collaborate at regularly scheduled meetings to improve instruction and provide some common practices.

Professional Development & Assessments

- | | |
|---|---|
| • Depth & Complexity | • Math unit assessments across the district |
| • Talbert Writing Across the Curriculum Committee | • Scholastic Reading Inventory |
| • Smarter Balance Assessments | • Illuminate |
| • ELA common novel units and writing assessments | • ST Math |
| • Irvine Math Project | • Newsela |
| | • Accelerated Reader |

Collaboration Time

- | | |
|-------------------------------------|----------------------------------|
| • 3 Staff Development Days | • Intervention Team Release Days |
| • Site Planning Meetings | • ST Math Training |
| • Talbert Writing Team Release Days | |
| • STEAM Team Release Days | |
| • ELA Team Release Days | |