

Northside 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	Northside Elementary School
Street	860 Cave Valley Road
City, State, Zip	Cool, CA 95614
Phone Number	(530) 885-4079
Principal	Carrie Arnett
Email Address	carnett@bomusd.org
Website	https://northside.bomusd.org/
County-District-School (CDS) Code	09737836005623

Entity	Contact Information
District Name	Black Oak Mine Unified School District
Phone Number	(530) 333-8300
Superintendent	Jeremy Meyers
Email Address	jmeyers@bomusd.org
Website	www.bomusd.org

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

School Mission Statement

The mission of Northside STEAM School is to enrich and engage our students through a rigorous project-based curriculum infused with Science, Technology, Engineering, Arts, and Mathematics. Our new motto, "Educating the Whole Child," denotes our commitment to not only providing a rigorous and engaging curriculum, but our dedication to supporting the social-emotional well-being and growth of our students. We believe learning comes from making connections between ourselves, our community, and the world beyond. We believe citizens are created by practicing responsible stewardship of ourselves, our community and our world. We believe that to be a learning community means to believe that learners are more than the sum of all of their parts, they are a part of an interconnected system comprised of their environment, creating the whole child.

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

Grade Level	Number of Students
Kindergarten	43
Grade 1	33
Grade 2	41
Grade 3	47
Grade 4	50
Grade 5	46
Grade 6	39
Total Enrollment	299

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	1.3
Filipino	1.3
Hispanic or Latino	11
White	80.3
Two or More Races	5.4
Socioeconomically Disadvantaged	33.1
English Learners	3
Students with Disabilities	7
Foster Youth	0.3
Homeless	2.7

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	13	13	14.75	63.34
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	1	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: 10/7/2019

The BOMUSD purchases instructional materials for Northside STEAM School through a curriculum-adoption process that aligns itself with the state adoption timelines. Our School Site Council commits substantial funding to purchase supplemental and ancillary materials to complete the commitment that all students have first-class instructional materials. The School Site Council actively participates in the implementation of Common Core State Standards in English-language arts, mathematics and science. Pearson's EnVisionMath was implemented for grades TK-5 and Houghton Mifflin's Big Ideas Math for grade 6 in 2015. Benchmark Advance for English language arts was implemented for grades K-6 in 2016. In 2018 the district adopted Studies Weekly for history/social science.

Our science program uses the adopted NGSS in coordination with Scott Foresman Science is used in grades K-5 and Prentice Hall science textbooks for the sixth grade. Our new science lab garden provides an outdoor learning environment for the exploration of earth, life and physical science.

Common Core State Standards, Northside STEAM School and the district Local Control and Accountability Plan (LCAP) guide the instructional program at Northside STEAM. Leadership of the school is a team effort based on the philosophy of shared decision-making. Parents, teachers and classified employees are actively involved in the decision-making process. Parent input is derived through the School Site Council and informal parent meetings.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2016	Yes	0%
Mathematics	EnVisionMath, Pearson (TK-5)/2015 Big Ideas Math, Houghton Mifflin (6)/2015	Yes	0%
Science	Scott Foresman (K-5) /2002 Prentice Hall (6)/20025 NGSS aligned science framework	Yes	0%
History-Social Science	Studies Weekly K-6/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Northside STEAM School was built in the 1950s when there were about 200 students in attendance. In 1982, a multipurpose building was constructed, which included a stage, kitchen, classroom and office facilities. Since then, a grade 6-8 wing was added. Additional relocatable buildings were added in 1988 to house the increased population that had reached 720 by September 1992. In 1995, Northside STEAM School completed an expansion project that included a new library and administration wing, six classrooms and two PE changing rooms. Modernization funds were used during the summer of 2001 to upgrade that portion of the facilities built in the 1950s. New heating, air-conditioning, bathrooms and computer connectivity were added. Landscaping improvements and facility upgrades keep the school fresh and appealing. The site and district custodial staff maintain all buildings on a regular basis; safety is a top priority. The custodial and maintenance staff consists of one custodian who provides services during the school hours, one custodian who works during evening hours and one grounds maintenance person.

In 2013-14, Northside STEAM completed three major construction projects funded by Measure G: our new kindergarten building; new special day class (SDC) classroom facilities; and refurbishment of the remaining campus buildings, including the lab and garden room.

Currently, we have 140 Chromebooks in grades 3-6, with plans to add more this school year.

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: 11-12-2019

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	Fair	MP room Main floor need new Roof Bond 2020-2021 summer 2020-2021
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	45	53	38	44	50	50
Mathematics (grades 3-8 and 11)	33	36	30	28	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	179	179	100.00	0.00	53.07
Male	87	87	100.00	0.00	50.57
Female	92	92	100.00	0.00	55.43
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	54.55
Native Hawaiian or Pacific Islander					
White	141	141	100.00	0.00	53.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	45.61
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	12.50
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	179	179	100.00	0.00	35.75
Male	87	87	100.00	0.00	40.23
Female	92	92	100.00	0.00	31.52
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	22.73
Native Hawaiian or Pacific Islander					
White	141	141	100.00	0.00	36.88
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	57	57	100.00	0.00	31.58
English Learners	--	--	--	--	--
Students with Disabilities	16	16	100.00	0.00	12.50
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	19.6	35.8	21.7

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)

Northside STEAM School is very proud of the parent-volunteer effort and the involvement of our community business leaders. We are very fortunate to have a high level of parent-volunteer participation in our classrooms. Northside STEAM School has a very active PTA that meets each month in an open public meeting. This group coordinates major fundraising activities to support school goals. We encourage all parents to participate. This group plans and implements fundraising activities that include the Jog-A-Thon, Variety Show and the Harvest Festival. Service on our PTA is determined annually through an election process. The guiding documents and policies of the School Site Council are determined by the School Site Plan. For more information on how to become involved, contact Suzanne Drescher, president PTA.

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	3.3	2.5	0.6	4.9	6.8	6.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.5	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We emphasize providing a safe environment for our students and regularly conduct safety inspections of our campus with site and district maintenance. A continuous monitoring of potential safety concerns are evaluated at monthly staff meetings. We

conduct systematic evacuation and emergency drills on a monthly basis. The local fire department, emergency medical technicians and ambulance service are in close proximity to our school and provide immediate response. Our school has a closed campus, which allows for a well-supervised environment. More detailed information on our safety

and evacuation procedures is in our school safety plan. The school safety plan was last reviewed, updated and discussed with the school faculty in October 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		2		19	1	2		21	1	1	
1	23		2		24		1		23		1	
2	25		2		23		2		24		2	
3	21	1	1		22		2		23		2	
4	31		1		27		1		33			1
5	31		1		30		2		31		1	
6	29		1		27		1		63		1	2
Other**	20	1	1		11	1			12	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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	10,385	2,836	7,594	63,625
District	N/A	N/A	7,972	61,785
Percent Difference - School Site and District	N/A	N/A	-4.9	2.9
State	N/A	N/A	7,125	63,590
Percent Difference - School Site and State	N/A	N/A	6.4	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)

Technology and Services

Technology: Northside STEAM School is continually in the process of upgrading the technology that is available to both students and staff through the purchase of Chromebooks for every student in grades 3-6. Recently the district upgraded all classrooms with a technology package that includes a Newline 75" flat panel, FrontRow Juno Speaker, Ladibug DC170 Document Camera, and an E-Box motorized stand for the flat panel. In addition to all of that, we also equipped each teacher with an HP Chromebox G2 and an HP Chromebook G5. Additionally, Northside STEAM has web-based programs that support student learning in language arts and mathematics. Accelerated Reader and Lexia provide the opportunity for students to improve and accelerate their progress in reading fluency and comprehension, and EnVisionMath program facilitates mathematical understanding for students at-risk, as well as providing advanced support for students.

Technology Instruction: With the addition of the new Smarter Balanced Assessment Consortium (SBAC), or California Assessment of Student Performance and Progress (CAASPP), an integrated testing model that includes computer use with state assessments, students at Northside STEAM receive direct instruction in computer keyboarding with a certificated specialist (grades 4-6) and in classroom instruction (grade 3). Support Services: Support services for the school include a before- and after-school child-care program, TLC; a Parent Resource Center; a library technician; and a music program for grades 4-6.

Special Services Program: In public-school settings, there are times when students need additional support to achieve academic success. Teachers, parents and students work together to identify how best to serve an individual learner's needs through the Student Study Team (SST) process.

Program Options

- Response to Intervention
- Reading Support: Students may receive additional support from a reading support aide in systematic explicit instruction in phonics and reading fluency as needed
- Counseling: Northside STEAM School has a one-day-per-week New Morning therapist and EHRMS therapist, a two-day-per-week school counselor and a Primary Intervention Program specialist available to help students who are struggling with developmental or emotional issues that affect their learning progress
- Full Inclusion: All day in general-education classes with special-education supports; examples of support are:
 - Special-education teacher co-teaches with general education
 - Instructional aide goes into the general education class
 - Special-education teacher consults with general education teacher on a regular basis
- Partial: Classes for less than 50 percent of the day. Special instruction, tutoring assistance, academic support classes and other services by special education staff. More than 50 percent in general education classes.
- Mild/Moderate: Students require more intensive services for the majority of their day. These students might be on a certificated track and/or be taking the California Alternate Performance Assessment (CAPA).

Terms and Services

- **Resource specialist:** The resource specialist teacher provides instructional support services to students with mild disabilities. Resource specialist teachers are available at all schools. These instructional services are designed to support students who are having difficulty with the general education curriculum in the areas of reading, writing and mathematics. Services are provided in the general education classroom (“pushin” model) or in a separate classroom (“pull-out” model), individually or in small groups.
- **Psychologist:** Psychological services are provided to students referred for assessment or consultation as part of the Student Study Team (SST) and Individualized Education Plan (IEP)
- **El Dorado County Office of Education services:** The following services at Northside STEAM are currently provided by the El Dorado County Office of Education as needed: Speech and language Occupational therapy Vision services Additional services include: Counseling, New Morning Youth & Family Services family therapy and the Primary Intervention Program
- **Special education:** Many different types of programs are provided for students with exceptional needs. Northside STEAM students receive the following services locally or from the county office of education.
- **Communicatively Handicapped classes** for students who have severe language delays, deafness, a speech handicap (K-5) or are hard of hearing
- **Learning Handicapped program** for students who have a learning disability and/or behavior disorder that interferes with the learning process
- **Severely Handicapped program** for students whose instructional program may need to be altered due to physical limitations or health reasons

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,805	\$43,574
Mid-Range Teacher Salary	\$56,905	\$63,243
Highest Teacher Salary	\$78,414	\$86,896
Average Principal Salary (Elementary)	\$110,009	\$103,506
Average Principal Salary (Middle)	\$0	\$108,961
Average Principal Salary (High)	\$0	\$108,954
Superintendent Salary	\$131,934	\$136,125
Percent of Budget for Teacher Salaries	31%	30%
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	5	8	9

Northside STEAM School continuously upgrades the skills and knowledge of its educational team through a variety of professional development activities. These include district professional development days, site professional development days, weekly grade level articulation time, conferences, workshops and participation in professional development offered by the county office of education. There are in-service opportunities available yearly for classified and certified staff. Teacher leaders take an active role in planning and implementing staff development. The curriculum at Northside is based on the district course of study in language arts; the District Curriculum Guide for Parents; and the state Curriculum Frameworks in language arts, mathematics, science, history and social science, and visual and performing arts. For 2017-18, there were 5 days dedicated to site professional development, and 2 for district PD. The focus on student data and researched-based instructional practices for academic growth and success. In 2018-19, there were eight days dedicated to professional development with a focus on our RTI systems districtwide PBIS as well as Lexia Reading intervention and ALEKS Math intervention. In 2018-19, there were 9 days dedicated to professional development with a focus on our RTI systems of districtwide intervention, PBIS as well as Lexia Reading intervention and ALEKS Math intervention. We use this time to study, examine student work, collaborate and do team building. Our PD focus this year is on improving student performance in math and writing. Each week staff participate in Friday articulation by grade cohorts. The focus of this time is to support the yearly PD goals as stated and decided upon at the beginning of the year.