

# Pauba Valley 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	Pauba Valley Elementary School
Street	33125 Regina Drive
City, State, Zip	Temecula, CA 92592
Phone Number	(951) 302-5140
Principal	
Email Address	smaxwell1@tvusd.k12.ca.us
Website	<a href="https://www.tvusd.k12.ca.us/PVES">https://www.tvusd.k12.ca.us/PVES</a>
County-District-School (CDS) Code	33-75192-6116446

Entity	Contact Information
<b>District Name</b>	Temecula Valley Unified School District
<b>Phone Number</b>	(951) 676-2661
<b>Superintendent</b>	Timothy Ritter
<b>Email Address</b>	tritter@tvusd.k12.ca.us
<b>Website</b>	www.tvusd.k12.ca.us

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

Pauba Valley Elementary School is nestled in the foothills of Vail Ranch, in the southwest corner of Temecula Valley. Our K-5 school opened in 1996.

In 2018-2019, Pauba Valley Elementary School enrolled roughly 548 students. Our current enrollment for the 2019-2020 school year is 569.

### Our Mission:

All Pauba Valley students will become responsible, respectful, life-long learners through rigorous instruction in a safe learning environment in order to reach their highest potential.

### Pauba Valley Elementary School Curriculum Goals:

- Students will participate in activities which facilitate growth in civic and social responsibilities and foster appreciation for democratic ideals and our societal values.
- A relevant and rigorous core curriculum, appropriate to the grade level of the learner, will promote essential knowledge acquisition.
- Students of all ability levels will have access to the core curriculum. Instruction will be highly integrated providing examples of "connectedness" between disciplines.
- A broad curriculum will provide experiences which will have a positive impact on the students' ability to use leisure time well; exposure to fine arts, physical education, and the practical arts will provide the basis for leisure pursuits.
- All students will have access to core curriculum activities to foster, promote, and maintain proficiency in reading and math.
- Students will be given numerous opportunities to develop their critical thinking skills to be used as a tool for problem solving and heightened comprehension.
- A high regard for wellness will be reflected in a curriculum which values physical and mental health.
- Activities which enhance self-esteem and build positive regard for others will be offered. Effective strategies for conflict resolution will be explored at all grade levels.

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

Grade Level	Number of Students
<b>Kindergarten</b>	126
<b>Grade 1</b>	81
<b>Grade 2</b>	78
<b>Grade 3</b>	80
<b>Grade 4</b>	74
<b>Grade 5</b>	103
<b>Total Enrollment</b>	542

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	1.8
Asian	5.2
Filipino	5.2
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.6
White	33.4
Two or More Races	13.5
Socioeconomically Disadvantaged	34.1
English Learners	7
Students with Disabilities	12.7
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	27	28	38	1496
Without Full Credential	0	0	1	39
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### 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	2	1

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:** November 2019

All textbook adoptions were selected from the standards-based materials adopted by the State Board of Education and our local governing board:

Language Arts- California Wonders- Copyright 2017- Publisher- McGraw Hill

Math- EnVision Math- Copyright 2016- Publisher- Pearson

History- History-Social Science for California- Copyright 2006- Publisher- Pearson

Science- California Science- Copyright 2007- Publisher- Harcourt

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
<b>Science</b>	Each pupil has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil has a textbook or history-social science material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Each pupil enrolled in these courses have a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
<b>Health</b>	Each pupil enrolled in these courses have a textbook or health material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. All textbooks are aligned to the California Content Standards and approved for use by the State and/or the Temecula Valley Unified School District Board of Education.	Yes	0
<b>Visual and Performing Arts</b>	Teachers are provided with class sets approved for use by TVUSD.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Each pupil has a textbook or science laboratory material, or both, as required by the state of California. Appropriate materials and textbooks are available to each child. These materials include science laboratory equipment for grades 9 to 12, inclusively. All textbooks are aligned to the California Content Standards and approved for use by the Temecula Valley Unified School District Board of Education.	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Pauba Valley Elementary School has 34 permanent class rooms and 10 portables. Our facilities include a library media center, and a multi-purpose room. Pauba Valley Elementary School also has an outstanding garden. Weekly classes are held in the garden where students discover the various workings of nature along with digging into class garden plots. TVUSD's Maintenance and Operations division works diligently to ensure our facilities are clean and safe for students, teachers and staff. The district follows a comprehensive preventive and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Our school has one full time lead custodian during school hours, and a night crew that comes in and cleans the entire facility after school hours. In addition, between two and three times a year the carpets at each site are steam cleaned.

### 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:** 09/24/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	12- 16 Wing: Rm 12 sheet vinyl has blisters.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground: 2 Ball Walls needs to be replaced, plywood has been secured as best as can be with deteriorating structural framing.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	70	75	68	69	50	50
Mathematics (grades 3-8 and 11)	57	66	54	55	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	265	255	96.23	3.77	74.51
Male	131	127	96.95	3.05	76.38
Female	134	128	95.52	4.48	72.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	103	97.17	2.83	75.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	87	83	95.40	4.60	75.90

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	36	36	100.00	0.00	75.00
Socioeconomically Disadvantaged	101	99	98.02	1.98	69.70
English Learners	30	26	86.67	13.33	80.77
Students with Disabilities	37	33	89.19	10.81	30.30
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	264	257	97.35	2.65	65.76
Male	130	127	97.69	2.31	71.65
Female	134	130	97.01	2.99	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	106	105	99.06	0.94	65.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	86	82	95.35	4.65	65.85
Two or More Races	36	36	100.00	0.00	66.67
Socioeconomically Disadvantaged	100	99	99.00	1.00	55.56
English Learners	30	29	96.67	3.33	58.62
Students with Disabilities	37	33	89.19	10.81	27.27
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	24.3	22.3	27.2

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)

Parent volunteers are an important part of the educational programs at Pauba Valley Elementary School. Many programs and activities would not be possible without parent involvement. All activities are highlighted in our monthly PTA school newsletter and weekly Flight Plan sent from the principal. Parents wishing to volunteer may contact the site administrators or the PTA President. Volunteer opportunities occur year round and include before and after school help as well as during the day in and out of the classroom. Volunteers are used for academic assistance, preparing materials for students and teachers and organizing our numerous PTA events. Pauba Valley also offers a volunteer program that encourages males to be more involved in their child's education. Watch DOGS (Dads of Great Students) is a national program that encourages positive male role models to volunteer at school.

### 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
<b>Suspensions</b>	0.3	0.4	0.7	1.9	2.2	2.3	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.2	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Additionally, the plan includes data on suspensions and expulsions as well as school and district crime data.

Our school is a closed campus that is fully enclosed by fencing. During the school day, visitors and volunteers are required to sign in at the front office prior to entering campus. In instances of an emergency, we use an automated telephone system to contact parents with pertinent information.

To better prepare our teachers, students and staff for emergencies, our schools conducts fire, earthquake, and lock down drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. In addition, we hold three lockdown drills each year. In February and May of 2018, the students and staff participated in a full scale emergency drill, including search and rescue, first aid, sanitation set up and student release. Our full scale emergency drill for this year will January 2020.

## 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	12	9			11	9			11	11		
1	26		3		19	1	3		22		3	
2	19	1	3		24		3		22		4	
3	23		4		22	1	2		26		3	
4	28		4		28		3		30		2	
5	24	1	3		25	1	4		29		4	
Other**									5	2		

\*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	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.2
Other	7.0

\*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	\$10,381.89	\$2,744.89	\$7,637.00	\$89,141.39
District	N/A	N/A	\$7,549.89	\$87,184.00
Percent Difference - School Site and District	N/A	N/A	1.1	-0.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	8.4	6.8

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 LCFF funding, Temecula Valley Unified School District receives state and federal funding for special programs and grant funding for specific areas. District expenditures fund site operations including regular and special education, supplemental programs, health and nursing services, library, social emotional and behavioral services, staff salaries and benefits, textbooks, instructional materials, facilities, maintenance and repairs, transportation, district administration, etc. Grant funding includes Career Technical Education, Low Performing Student Block Grant, and Tobacco Prevention.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,465	\$48,612
Mid-Range Teacher Salary	\$79,134	\$74,676
Highest Teacher Salary	\$103,573	\$99,791
Average Principal Salary (Elementary)	\$125,301	\$125,830
Average Principal Salary (Middle)	\$131,483	\$131,167
Average Principal Salary (High)	\$134,941	\$144,822
Superintendent Salary	\$255,461	\$275,796
Percent of Budget for Teacher Salaries	43%	34%
Percent of Budget for Administrative Salaries	4%	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	3	4	4

### District Commitment to Learning for All Students

The Temecula Valley Unified School District is committed to ensuring that each and every child in its care receives a rigorous, multifaceted educational experience preparing them for the demands of college and career.

TVUSD teachers engage in active staff development throughout the year by attending:

In-District training sessions provided by staff and consultants.

Site-based training sessions presented during staff meetings and committee/grade level meetings.

One on one training provided during formal observations and post observation conferences.

Staff members are sent to national and state conferences to fine-tune instructional practices in specific areas.

Teachers with specialized training are given opportunities to train their peers, and provide instructional support as teacher leaders.

### Standards Based Instruction

Staff development focuses on implementing the New State Standards and state frameworks in English-Language Arts, Science, social science, and Math, K-12. Routine district sessions bring teacher leaders and principals together to devise and refine the curriculum and assessments. Teams began by identifying priority and supporting standards, grouping the standards into units of instruction, and crafting common interim and summative assessments, developing scoring rubrics, and discussing sound grading practices for each course/grade. Leaders return to sites to facilitate their grade level/course teams in reviewing the work, suggesting resources, and providing feedback for the refinement committees.

### Collaborative Teams

Teachers are divided into Professional Learning Communities (PLCs) based on content area and grade level. All instructional staff participate almost weekly during professional growth time meeting in their PLC groups to align curriculum, refine teaching strategies, create assessments, analyze student achievement data and transition to New State Standards.