B. Gale Wilson 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	B. Gale Wilson Elementary School
Street	3301 Cherry Hills Court
City, State, Zip	Fairfield CA, 94534
Phone Number	(707) 421-4225
Principal	Rebecca Dinwiddie
Email Address	rebeccad@fsusd.org
Website	www.fsusd.org/Page/17394
County-District-School (CDS) Code	48-70540-6109136

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

The traditional middle school program at B. Gale Wilson is built upon the foundations of PBIS (Positive Behavior Interventions and Supports) practices where students are regularly taught expectations of their character in weekly advisory lessons. Students are rewarded for meeting these expectations through a PBIS Rewards App that offers incentives throughout the year in which students have the opportunity to purchase with their PBIS points. The focus is for students to embody the school's ROAR (Respect, Opportunity, Achievement, Responsibility) expectations on their path to becoming successful and productive citizens as adults.

The Dual Immersion program provides a high quality instructional program that delivers an academically challenging standards-based, and enriched curriculum while promoting the development of bilingual, bi-literate, and multicultural competencies for all students. The Dual Immersion Program is built on the foundations that all students will be bilingual, biliterate and multicultural by the end of their 8th grade year. The program is based on a 90/10 model where in kinder 90% of the instruction is in Spanish. Dual Immersion provides high quality instructional program that delivers The Dual Immersion teachers engage in multiple professional developments that are based on GLAD strategies and curriculum.

Vision
At B. Gale Wilson School, excellence in learning is the primary focus. Individual differences and cultural diversity are accepted and respected, and a variety of teaching styles are recognized and valued. Staff and families form a partnership to provide the best possible environment for building self-esteem, guiding academic direction, instilling multicultural awareness, and inspiring motivation for lifelong learning in all of our children. Students are engaged in academics that will result in high levels of achievement. Support and assistance are provided to ensure that each and every student masters challenging curriculum. Participation in a variety of arts, music, dance, sports, technology, and cultural activities are valued and encouraged as part of the regular and extended school day. Leadership and service opportunities are also emphasized. The experiences of all B. Gale Wilson School members – students, parents and staff alike – will include open communication, a safe and equitable school environment, and a sense of belonging to a diverse school community. B. Gale Wilson is a learning community dedicated to the success of all children.

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	75
Grade 2	65
Grade 3	46
Grade 4	36
Grade 5	42
Grade 6	188
Grade 7	165
Grade 8	185
Total Enrollment	899

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.5
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	5.1
Hispanic or Latino	57.4
Native Hawaiian or Pacific Islander	0.2
White	15.6
Two or More Races	6.8
Socioeconomically Disadvantaged	54.3
English Learners	24.7
Students with Disabilities	7.7
Foster Youth	0.1
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	39	40	38	882
Without Full Credential	3	2	4	112
Teaching Outside Subject Area of Competence (with full credential)	1	0	2	20

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%
Foreign Language	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

B. Gale Wilson was built in 1990. During the summer of 2018, the site received all new HVAC equipment and new LED interior and exterior light fixtures. The voters of the community approved a $249 Million General Obligation Bond to provide facility upgrades and improvements. $9.7 million has been allocated to provide a new gymnasium. In addition, other funds have been identified to expand the kitchen and install a lunch shelter. These improvements are anticipated to begin design with the third bond sale. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	45	44	45	50	50
Mathematics (grades 3-8 and 11)	31	29	32	33	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	661	659	99.70	0.30	45.22
Male	326	325	99.69	0.31	38.77
Female	335	334	99.70	0.30	51.50
Black or African American	81	81	100.00	0.00	39.51
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	69.23
Filipino	43	43	100.00	0.00	69.77
Hispanic or Latino	327	326	99.69	0.31	36.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	123	99.19	0.81	56.91
Two or More Races	53	53	100.00	0.00	49.06
Socioeconomically Disadvantaged	341	340	99.71	0.29	31.18
English Learners	194	193	99.48	0.52	29.02
Students with Disabilities	60	58	96.67	3.33	6.90
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	661	659	99.70	0.30	29.44
Male	326	325	99.69	0.31	29.54
Female	335	334	99.70	0.30	29.34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	81	81	100.00	0.00	20.99
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	61.54
Filipino	43	43	100.00	0.00	41.86
Hispanic or Latino	327	326	99.69	0.31	24.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	124	123	99.19	0.81	35.77
Two or More Races	53	53	100.00	0.00	30.19
Socioeconomically Disadvantaged	341	340	99.71	0.29	18.53
English Learners	194	193	99.48	0.52	20.73
Students with Disabilities	60	58	96.67	3.33	1.72
Students Receiving Migrant Education Services	--	--	--	--	--
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	12.2	31.7	14.6
7	25.3	19.8	16.7

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)

At B. Gale Wilson, parent involvement is both welcomed and valued. The School Site Council involves parents in providing governance and oversight for site expenditures of state and federal categorical funds. As members of this body, they help shape the School's Single Plan for Student Achievement which includes collaborating with the Fairfield Police Department to offer parent support nights, currently focused on student access to technology and social media at home, as well as addressing students' many social-emotional needs. The School Site Council also assists with reviewing and approving the school's safety plan.

There is also a dedicated Parent Teacher Organization (PTO). The PTO meets throughout the year and organizes a variety of community activities that build culture and collaboration between the school and home. The PTO is also active in fund raising, bringing in funds to help support activities that engage students and foster achievement.

The Dual Immersion Parent Advisory Board provides opportunities for parents of students in the Dual Immersion program a voice and a means to stay connected with the school community and with staff. Parents are also appreciated as volunteers in the classroom, working with students, assisting with classroom tasks, and chaperoning field trips.

The ELAC (English Learner Advisory Committee) works with site administration to make decisions to support English learners. Parents on this committee work with administration to determine interventions needed to support English learners on their path towards reclassification.

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	5.2	3.8	3.4	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. The School Safety Plan was reviewed on December 6, 2018 by the School Safe Committee for the 2018-2019 school year and will be reviewed with the School Safety Committee to be approved in January 2020 for the 2019-2020 school year.

School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; mediation and restorative practices with students, prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

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	25		3		27		3		24		4	
1	25		2		24		3		25		3	
2	21	1	1		24		2		22		3	
3	24		2		21	1	1		23		2	
4	24		2		30		1		23		1	
5	36			1	29		2		28		2	
6	29	7	14	16	28	3	23	8	30	4	20	8
Other**												

*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*	899.0

*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)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.8
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,668.84	$371.10	$5,297.74	$70,717.29
District	N/A	N/A	$5,348.30	$65,688.79
Percent Difference - School Site and District	N/A	N/A	-0.9	7.4
State	N/A	N/A	$7,506.64	$82,403.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and State	N/A	N/A	-34.5	-15.3

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)

The school receives funds from district general funds, which include the supplemental concentration grant. The school also receives funds from the lottery and donations. Expenditures in 2018-2019 included a para-educator to support the development of Spanish acquisition in the Dual Immersion program; GLAD training for Dual Immersion teachers to enhance their instructional strategies and to support the growth and expansion of the Dual Immersion Program; professional development for PBIS Tier II intervention members to receive training on the implementation of MTSS (Multi-Tiered System of Supports) and UDL(Universal Design for Learning) to support the school's transition from a solely PBIS focus to focusing on all three tiers of MTSS, 1:1 chromebooks for all students, training for a teacher to teach a coding and robotics elective line, supplemental classroom materials and supplies; the purchase, installation and maintenance of technology and presentation tools, and professional development conferences & workshops.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,649	$48,612
Mid-Range Teacher Salary	$71,626	$74,676
Highest Teacher Salary	$89,805	$99,791
Average Principal Salary (Elementary)	$113,400	$125,830
Average Principal Salary (Middle)	$116,344	$131,167
Average Principal Salary (High)	$128,066	$144,822
Superintendent Salary	$248,393	$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	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	13	23	30

Professional Development in Dual Immersion is focused around GLAD (Guided Language Acquisition Design) strategies that support language acquisition for all of our learners. Data has shown that while our rate of reclassification for our English Language Learners is improving, there is still work to be done to ensure the success of our program for Spanish Learners and English Learners alike. The GLAD training and coaching our Dual Immersion staff has attended the last couple of years has proved to offer solid supplemental strategies to coincide with our board adopted curriculum. Professional Development is offered through training and coaching in Dual Immersion. Since Dual Immersion is in year three of GLAD training, they are focused on higher level strategies and coaching this year, with more support in the classroom from the GLAD coaches.

Middle school is in year one of GLAD implementation with a dedicated teacher learning to coach both Middle School and Dual Immersion. Middle School English teachers, as well as the Spanish Literature and ELD teacher have begun the process of receiving training, modeling lessons for each other, and receiving coaching around GLAD strategies to improve their instructional strategies to meet the needs of English Language Learners in the middle school. In the 2018-2019 school year, Middle School Tier 1 teachers also received training in MTSS and coding/robotics in order to enhance supports and options for students to be more engaged and supported in school.

Administrators spend time in classrooms observing and meeting with teachers to support them in their implementation of solid instructional practices as well as supports teachers with learning to properly utilize new adopted curriculum. This year all staff have also received training in small group instruction and a refresher in academic discourse during staff meetings.