

Navigator 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	Navigator Elementary School
Street	10679 Bear Hollow Drive
City, State, Zip	Rancho Cordova, CA 95670
Phone Number	916-294-2420
Principal	Larry Mahoney
Email Address	lmahoney@fcusd.org
Website	http://www.fcusd.org/Domain/17
County-District-School (CDS) Code	34673300111278

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

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

School Vision and Mission:

Navigator Elementary School vision is to inspire students to be life-long learners, to help students reach their full potential, and to teach students to make a contribution to their community and the world. Navigator is a professional learning community where each student is recognized for their individual contribution and given the opportunity to build a strong educational and social foundation in order to succeed in school and in life.

School & Community Profile:

Folsom Cordova Unified School District is comprised of two communities located in Sacramento County along HWY 50. With a population of more than 19,500 students, schools are an average of twenty miles from downtown Sacramento and just over 100 miles from San Francisco. Folsom Cordova Unified School District enrolls Preschool thru Adult Learners. There are twenty elementary schools, one charter elementary school, four middle schools, three comprehensive senior high schools, three alternative high schools, and an adult school.

Navigator Elementary is one of 20 elementary schools in Folsom Cordova Unified School District. We are located in the city of Rancho Cordova, a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. Built in 2006, Navigator was the first new school in Rancho Cordova in 40 years. We operate on a traditional schedule, August - May, with school hours between 8:25 - 2:37. During the first month of the 2019-2020 school year, 365 students were enrolled in grades K-5. Current data shows the school's largest ethnic group is white, 35% which also encompasses our largest English Language Learners group who speak Slavic languages. Other ethnic subgroups include, Asian at 24%, Hispanic 22%, and African American 14%. A distinguishing characteristic that sets Navigator apart is its large population of students with special needs. We are home to three special day classes for students with autism.

At Navigator, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in grades kindergarten through fifth and we proudly offer programs that serve the individual academic and Social Emotional Learning (SEL) needs of our students including Special Education, Transitional English, Speech, Occupational Therapist (OT), Science Technology Engineering & Mathematics (STEM), Intervention Programs, and after-school enrichment including the newly added Boys & Girls Club. We are equipped to help our students with their social and emotional needs through the availability of our school psychologist (mentoring), our Marriage & Family Therapist (MFT) our Special Friends program (1:1 and group), the Lunch Bunch social skills groups, Falcon Patrol and our use of Steps to Respect curriculum in our classrooms. Navigator is a Positive Behavior Intervention Support (PBIS) school. We have a weekly behavior focus broken down to daily lessons. We teach Second Step curriculum in grades K-5. All of our teachers were trained in Responsive Classroom and this year we will begin implementation of Professional Learning Communities as well as an expanded district led PBIS/anti-bullying program.

We currently have 3 kindergarten classes, 3 first grade, 3 second grade, 2 third grade, 1.5 fourth grade, 1.5 fifth grade classes, three classes for students with moderate to severe autism, and one learning center classroom. We also have a full time credentialed intervention teacher and a physical education teacher. To help address the social-emotional needs of our students we have a Primary Intervention Program (PIP) program and a part time school psychologist.

Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district adopted materials. We have Chromebooks for students to use in the classroom and are currently at a 1:1 ratio. Our classrooms for students with autism use the Unique curriculum which provides academic materials designed with their needs in mind.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Association (PTA) is active, providing many activities and events for Navigator students and families. Our Schoolwires webpage keeps parents informed about schedules, events and activities happening at school. Teachers maintain their own page on our website which allows two way communication between teacher and parent and includes the ability for a parent to check grades and attendance. Frequent communication, regular conferences and parent involvement in the classroom all help to build a positive learning environment.

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	70
Grade 2	57
Grade 3	60
Grade 4	50
Grade 5	58
Total Enrollment	368

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.8
American Indian or Alaska Native	0.3
Asian	11.4
Filipino	6
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	1.1
White	35.9
Two or More Races	13.6
Socioeconomically Disadvantaged	48.6
English Learners	16
Students with Disabilities	17.1
Foster Youth	1.9
Homeless	11.1

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	21	21	19	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

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: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	Pearson - enVision, 2015	Yes	0%
Science	Amplify - California Science, 2019	Yes	0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Navigator Elementary was originally constructed in 2006 and is comprised of 25 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and three playgrounds. The principal works daily with the custodial staff of two full-time and one part time staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency, health, and safety repairs. While reviewing this report, please note that discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. Since we are a brand new school, no Deferred Maintenance funds have been used on this school.

Date of inspection: 10/07/2019

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: 2019 October

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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	56	52	64	63	50	50
Mathematics (grades 3-8 and 11)	39	40	53	52	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	164	161	98.17	1.83	52.17
Male	87	85	97.70	2.30	43.53
Female	77	76	98.70	1.30	61.84
Black or African American	12	12	100.00	0.00	41.67
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	60.00
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	39	38	97.44	2.56	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	61	60	98.36	1.64	56.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	83	81	97.59	2.41	40.74
English Learners	43	41	95.35	4.65	46.34
Students with Disabilities	22	22	100.00	0.00	18.18
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	27.78

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	164	162	98.78	1.22	40.12
Male	87	86	98.85	1.15	34.88
Female	77	76	98.70	1.30	46.05
Black or African American	12	12	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	65.00
Filipino	12	11	91.67	8.33	81.82
Hispanic or Latino	39	39	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	61	60	98.36	1.64	45.00
Two or More Races	18	18	100.00	0.00	33.33
Socioeconomically Disadvantaged	83	81	97.59	2.41	28.40
English Learners	43	42	97.67	2.33	33.33
Students with Disabilities	22	22	100.00	0.00	13.64
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	5.56

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	15.5	32.8	36.2

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)

Navigator continues to find ways to increase the involvement of our parents and community. Parents are encouraged to attend a variety of special events such as Falcon Family Night and Back to School Night in the Fall, Math and Science Nights, and our Open House in the Spring. Our school website and e-alert system keeps parents informed about important school information. All Navigator families are invited to participate in the planning, implementation and evaluation of the School Plan for Student Achievement (SPSA) plan. Additionally parents are encouraged to participate in the English Learner Advisory Committee (ELAC) and provide written evaluation of programs. We also post curriculum support links, provide log-on information for Lexia and other math and ELA support programs for use at home. We use RtI and Student Study Team (SST) meetings to help support our most struggling students. Teachers provide on-going communication with parents through progress reports, newsletters, and direct contact. Our Parent Coordinator works 10 hours a week to process school volunteers and implement opportunities for parent participation. For example, she set up an online Volunteer Spot page to facilitate parent support. The parent coordinator will work to establish Community Readers program at Navigator this year.

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	2.4	4.0	1.4	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is of primary concern at Navigator Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 17, 2019 by the School Safety Committee and on September 24, 2019 by the School Site Council. All revisions were communicated to staff members on September 19, 2019. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Evacuation drills are conducted on a monthly basis throughout the school year. Lock down and other disaster drills are held as needed.

Students are supervised before school, at recesses, and during lunch. Certificated and classified staff help with supervision during lunch and break periods. There are designated areas for student drop off and pick up for both personal vehicles and school buses. Visitors and volunteers must sign in and out at the office upon arrival at our campus. At that time, visitors must obtain and wear a badge or sticker showing that they have a valid reason to be on campus. Volunteers are processed according to district guidelines and are required to wear an ID badge which is kept in the school office.

Date of Last Review/Update: September 17, 2019

Date Last Reviewed with Staff: September 19, 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	17	3	2		17	1	2		18	2	3	
1	21	1	1		25		2		24		2	
2	23		2		23		2		25		2	
3	21	1	1		20	2	1		18	3		
4	26		3		32		2		34			1
5	21	2		2	18	3	2	1	21	2		2
Other**	17	1	1		8	1			11	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.

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	\$9,476.21	\$3,516.76	\$5,959.45	\$82,433.27

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-23.3	9.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-17.8	3.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Navigator Elementary receives state and federal funding from the following categorical funds and other support programs: Title I, Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	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	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA) and other district staff. This year the focus is on using Responsive Classroom morning meetings to foster and support the classroom community and on developing as a Professional Learning Community (PLC). Teachers can also choose from courses available through Go Sign Me Up. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district.

In addition: Teachers are supported through Every Child By Name meetings in which academic and behavioral data is reviewed and interventions are planned. The principal regularly meets with staff to support professional growth and development.